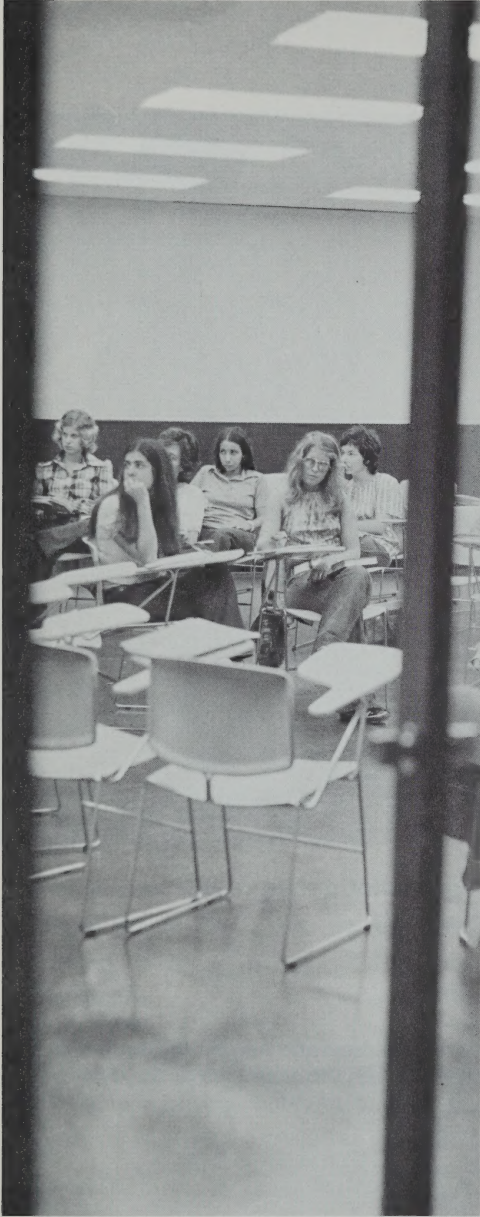


SIMMONS
COLLEGE
BULLETIN

CATALOG
1973-1974





SIMMONS COLLEGE

1973-1974 CATALOG



Simmons College Bulletin
1973-1974 Catalog

Volume LXVI

August 1973

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All requests for application forms or for information should be addressed to the Director of Admission, Simmons College, 300 The Fenway, Boston, Massachusetts 02115. All other requests should be directed to the Registrar, at the same address.





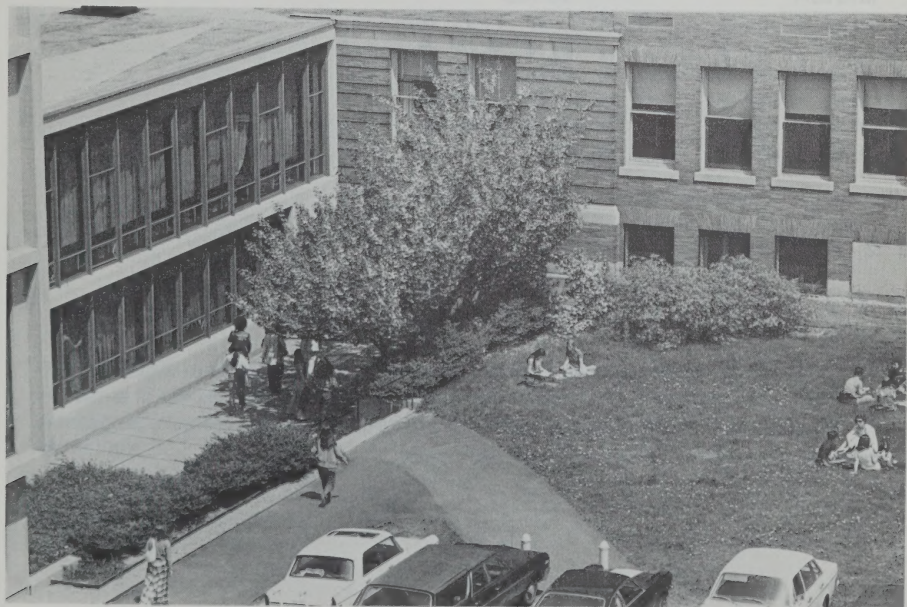
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30													

NOVEMBER							DECEMBER						
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JANUARY							FEBRUARY						
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1974 _____

Calendar 1973-1974

First Semester

September 3 (Labor Day)	Freshmen arrive
September 4-6	Orientation
September 7	New student registration
September 8	Upperclassmen arrive
September 10	Classes begin
November 21-25	Thanksgiving recess
December 14	Formal classes end
December 17, 18	Reading and review period
December 19-21	Examinations

Second Semester

January 21	Classes begin
February 18	Washington's Birthday
March 15-24	Spring recess
April 15	Patriots' Day
May 7	Formal classes end
May 8, 9	Reading and review period
May 10, 13, 14	Examinations
May 19	Commencement

This calendar defines the College year for regular full-time undergraduate students. Students in the physical therapy, medical technology, and orthoptics programs should consult the Health Sciences section of the catalog for information regarding special calendars.



Directory

Main College Building, 300 The Fenway, Boston 02115: 738-2000
after hours: 738-2277

Administrative Departments

Admission Office 738-2107
Alumnae Office 2125
Bookstore 2212
Business Manager 2118
Cafeteria 2130
Career Planning 2179
Central Duplicating 2265
Data Processing 2149
Dean 2105
Development 2131
FEED 2244
Graduate Studies 2127
Health Center 2251
Institutional Studies 2138
Library 2241
Maintenance 2140
OPEN 2178
Placement 2115
President 2101
Provost 2103
Public Affairs 2128
Public Information 2124
Registrar 2111
Student Activities 2279
Student Employment 2177
Student Financial Aid 2117
Summer Session 2177
Supportive Instructional
Services 2137
Treasurer-Comptroller 2121

Residence Halls - Offices

Director of Residence 738-2278
305 Brookline Ave.
Food Service 2246
321 Brookline Ave.
Hastings House 2909
6 Short St.
Health Service 2251
94 Pilgrim Rd.
Maintenance 2247
321 Brookline Ave.
Manager of Residence Halls 2248
321 Brookline Ave.

Academic Departments

American Studies 738-2144
Art 2147
Biology 2191
Black Studies 2103
Chemistry 2181
Child Study Center 2249
Communications 2216
Continuing Education 2141
Economics 2161
Education 2157
English 2143
Foreign Languages and Literatures 2152
Government 2161
History 2258
Library Science 2264
Management 2201
Mathematics 2166
Nursing 2206
Nutrition 2155
Philosophy 2164
Physical Education 2238
Physics 2167
Prince Program 2204
Psychology 2172
Social Work, 51 Comm. Ave. 266-0806
BA Training Program 266-6632
Field Work 266-5885
Sociology 2261
Urban Home Economics 2267
Urban Teaching 2157
Urban Youth Program 2157

Residence Halls

Arnold 78 Pilgrim Rd. 738-2273
Dix 30 Pilgrim Rd. 2275
Evans 305 Brookline Ave. 2277
Mesick 291 Brookline Ave. 2281
Morse 275 Brookline Ave. 2271
North 86 Pilgrim Rd. 2283
Simmons 255 Brookline Ave. 2285
Smith 54 Pilgrim Rd. 2287
South 321 Brookline Ave. 2289
Turner 2 Short St. 2913





COLLEGE AND COMMUNITY

Simmons College is a private non-sectarian four-year institution serving some 1700 undergraduate women and 900 women and men in graduate and related studies. It was founded at the turn of the century by a Boston businessman who had a novel idea about the higher education of women. John Simmons believed that women should be prepared for lifelong careers in the world of work and human affairs.

Simmons College was chartered in 1899. When it opened its doors in 1902, it was one of the first colleges in the nation, if not the world, devoted to the career education of women.

The Simmons idea is not novel today; indeed, its time has come. Since the early 1900s there have been dramatic changes in society's attitudes toward women and in women's perception of themselves and what they contribute in every field of activity. Simmons College has not only kept pace with these changes, it has helped to shape them in its classrooms, and by the example of its graduates in the careers they have undertaken and the leadership they have provided.

More sweeping change is imminent as women seek, and find, more meaningful lives and greater opportunities across the entire spectrum of employment.

The choice between marriage and a career is no longer an issue for many young women. They see more options for themselves in an economy oriented to human services with innovations such as the four-day week and shared jobs. A woman can pursue a career on a full- or part-time basis — alternating the two in response to demands of the home, entering and re-entering the labor market, engaging in volunteer service

related to her skills, or returning to formal education as interests and career needs dictate.

But in some respects, the new flexibility can work to make a woman's role more difficult. Society increasingly makes a double demand upon a woman — that she be a professional, a manager, an employee as well as a wife and mother.

Simmons is concerned with helping women meet this demand. To be sure, it was founded to prepare women for specific careers, either immediately upon graduation or following postgraduate education. But vocational training is not enough to equip Simmons graduates for the lives they may expect to lead. The Simmons philosophy of liberal education allows students to combine the liberal arts and sciences with professional preparation.

Simmons believes that this combination will make a graduate's employment more satisfying in itself, help her plan intellectual growth and advancement within her chosen career, and enrich her life outside of it.

The ways in which Simmons responds to these needs are detailed in this catalog. Flexibility and individual responsibility mark the curriculum. The courses and concentrations (or majors) listed here are suggestions, ingredients waiting to be combined. Simmons believes above all in individual program planning: Each student should be able to, and want to, create a program of study that is best suited to her.

A student may concentrate in a single discipline or professional field — English or education, biology or management. But undergraduates frequently combine concentrations, and the distinction between an academic and a professional field fades.

Thus, a student may concentrate in English and communications, management and mathematics, biology and nutrition, and so on. Or she can create what is in effect a new concentration by combining groups of courses that have not been combined before or by inventing a new course tailor-made for her own program.

Independent study is a central part of the Simmons experience. A low student-faculty ratio allows for individual attention; the professor will be closely involved in a student's work and she in her professor's. Most independent work comes in upper-class years, when a student has better defined the scope of her career interests. However, Simmons encourages innovation and has recently launched a program of educational discovery for freshmen who, working with each other and with faculty advisers, shape their own first-year curriculum.

The Simmons grading system reflects the emphasis on the individual: The College allows the student to choose between Pass-Fail evaluations or letter grades in each of her courses. Simmons tries to encourage students to develop their own approach to their work, to choose courses because they are interesting or important, and to meet standards of performance of their own making.

The larger community of metropolitan Boston is as important to Simmons students as the classroom, and much learning takes place off campus. Many of the departments include field work and internships as part of their regular course of study, or provide opportunities for field work which students plan themselves. The office of a business or financial enterprise, a publishing house, a government department, a

hospital, or a welfare agency—any one of these may play a major role in a Simmons education.

In these and other ways, Simmons strives to help the individual find her place in the urban society of our time. The College is very much an urban institution, deeply involved in and committed to the solution of the human problems of the city. While Simmons students go to the city to seek out opportunities for learning and service, Boston comes to Simmons — through programs which, for example, train teachers for work in inner-city schools, help mature women advance in their jobs, assist high school and junior high school youngsters with remedial and enrichment courses.

Even though Simmons and its students have chosen to remain an institution for young women, its program and location make for a variety of associations. Simmons students go to nearby institutions for courses and field work, male students from other colleges may take courses at Simmons, and many older women are enrolled in continuing education and professional programs at the College.



The Setting

Two campuses, just one block apart, provide the setting for the Simmons community. The Fenway campus is the site of the academic program; the Brookline Avenue campus is the residential center.

The Fenway

The academic campus, bounded by The Fenway, Avenue Louis Pasteur, and Palace Road, looks out over a large city park toward the Museum of Fine Arts and the towers of the Prudential Center beyond. Here are located the main college building, the Beatley Library-Lefavour Hall complex (named after two former presidents of Simmons), and the new Science Center.

The central section of the main building was constructed in 1904; a west wing was added in 1909 and an east wing in 1929. It houses the administrative offices of the College, many faculty offices, classrooms and lecture halls, a language laboratory, workrooms and other specialized facilities of the Departments of Art, Management, Nutrition, and Nursing. The Physical Education Department is headquartered here, and there is a bookstore and a cafeteria.

The Beatley Library, completed in 1961, is the heart of the academic campus, bringing students and books together in airy, comfortable surroundings. Open-stack shelves are dispersed through reading areas; there is a wide range of periodicals, a browsing room for recreational reading, and a music room where students may listen to recordings from

the library collection.

The College maintains a working collection of more than 160,000 volumes; it is particularly strong in basic reference and bibliographical resources. Outstanding special collections are maintained by the School of Library Science and the School of Social Work. A skilled professional staff provides instruction in the use of the library and assists individual students and faculty members in their study and research.

Through a cooperative arrangement, Simmons students are able to use the library of Emmanuel College, just across Avenue Louis Pasteur, and borrow books there. And on application to the Reference Librarian at Simmons, students can gain access to a wealth of specialized materials in private and public libraries throughout metropolitan Boston, one of the world's great library centers.

Lefavour Hall, also completed in 1961, contains modern classrooms, laboratories, and other instructional facilities of the Departments of Education and Communications as well as of the Simmons School of Library Science.

The Science Center, which opened its doors for the first time in 1972, houses the Departments of Biology, Chemistry, Mathematics, Physics, and Psychology. This brand-new, four-story building provides the most up-to-date facilities and equipment for science education, with special reference to the requirements of independent study and research by individual students. It is designed to facilitate close student-faculty contact and interdisciplinary studies; a science library and audiovisual and computer services are conveniently at hand.

Some distance from The Fenway,

at 49-51 Commonwealth Avenue, are the buildings housing the Simmons School of Social Work.

Brookline Avenue

The Simmons residence campus is a pleasant, tree-shaded quadrangle bounded by Brookline Avenue, Pilgrim Road, and Short Street, near the intersection of The Fenway and Brookline Avenue.

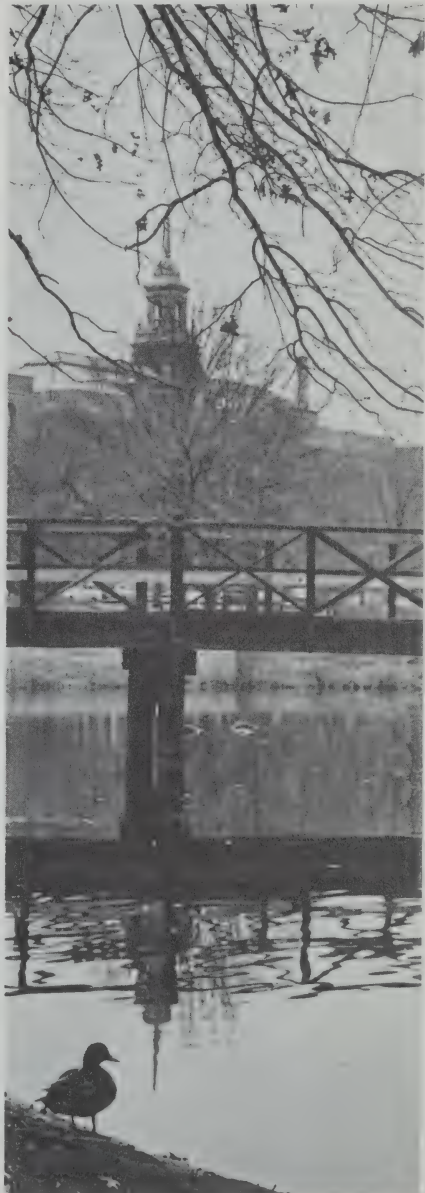
Near the center of the quadrangle is Bartol Hall, the central dining area, and Alumnae Hall, an auditorium and recreation center used for a variety of occasions. Along Short Street are Hastings House, a former dormitory that has been converted into a center for drama, art, music, and informal gatherings, and the Simmons Health Center, a fully-equipped clinic and infirmary.

There are nine large Georgian residence halls and one small dormitory surrounding the quadrangle. Oldest among them are North and South Halls, which house between 60 and 70 students each. Evans Hall houses 70 students; Arnold, Morse, and Dix Halls each accommodate approximately 120 students. Simmons Hall is the largest of the dormitories with 180 students living in two wings. Mesick and Smith Halls, both built in the 1960s, house 128 and 144 students respectively. Turner House, with 13 students, is the smallest dormitory; it also serves as Simmons' Child Study Center.

Most of the rooms in these residence halls are doubles, although some triples are available. Students make application for rooms after receiving notice of acceptance in April; room assignments are mailed early in August.

(The College provides essential

furniture for each room, but does not supply rugs, curtains, or bedspreads. Students must bring their own blankets, towels, pillows, and bed linens or rent them from the local agency designated by the College.)



The City and Beyond

The Simmons campuses are at the center of one of the world's most important concentrations of educational, cultural, and scientific institutions. Within a mile are famous medical centers and hospitals, schools, colleges and universities, museums, libraries, and concert halls — some just a step away.

Their presence nearby is reflected in Simmons' academic and extra-curricular programs. The College has formal cooperative relations with the School of the Museum of Fine Arts, the New England Conservatory, Hebrew College, Wheelock College, and Emmanuel College; students usually can elect courses at any of these. Also, some Simmons departments conduct portions of their academic work at neighboring institutions — hospitals, for example. Finally, a student can make arrangements for work at still other Boston institutions as part of her Simmons program.

Boston also offers almost unlimited opportunities for the pursuit of extra-curricular interests. The variety and number of artistic, musical, and dramatic events; lectures by well-known public figures; political, religious, and social activities create a dilemma of choice almost every evening and weekend. All of these can and do supplement the Simmons educational program in significant ways.

Often Simmons students look beyond Boston for study opportunities. Under approved foreign study programs, students may earn credits for a prescribed course of study at a college or university overseas — taken

over the span of a semester or a year.

Simmons students also participate in the Washington Semester of American University in Washington, D.C. Each year a limited number of qualified undergraduates, usually juniors, study government, public affairs, and international relations in the capital with a group of students from colleges all over the country. Often this experience opens the way to summer employment and possibly a career in public administration.

There may be other options that an individual student can arrange. They might involve work at another college in the country which, in the opinion of faculty advisers, will enhance progress toward the Simmons degree.



The College Community

Simmons is the doorway into the busy metropolis that surrounds it; yet it can be a quiet place for study sealed off from the city. Its community of undergraduate and graduate students, professors, administrators, and staff is large enough to ensure a wide variety of opportunities and opinions; yet it is small enough to allow continuing close contact among its members.

All of them share in the life and work of the community. From the moment they enter the College, students are considered full-fledged participants, with a voice in the decisions that affect their lives at Simmons.

Individual responsibility is the foundation of the Simmons community. The Honor System is based on the premise that everyone can uphold responsible standards of conduct without supervision. This means freedom in personal affairs; for example, there is no curfew, and students may have guests in dormitory rooms at times of their own discretion.

Simmons students have become increasingly concerned with the affairs of the College and are examining in a variety of ways the principles by which the institution is governed.

Students are regular participants in formal and informal discussions with the President, other administrators, and the faculty. Students may also serve on faculty committees, working on problems of curriculum and college policy. And the various academic departments keep in touch with student opinion through liaison meetings.

The Simmons community is busy with a variety of extra-curricular activities. The major student publications are *Janus*, a college weekly; *Potpourri*, a literary magazine; *Microcosm*, the senior yearbook; and various handbooks of information for students. In addition, the College publishes *Essays and Studies* twice each year, a collection of distinguished papers written by students as part of their course work. *Simmons Now*, a tabloid, provides news for members of the college community, alumnae, parents, and friends on a bi-monthly basis. Finally, *Simmons Review*, edited primarily for alumnae, provides a publishing experience for seniors in the Department of Communications.

SCOPE, the Student Committee on Programmed Events, arranges lectures, poetry readings, art exhibits, and films for the college community. The Recreation Association sponsors basketball and volleyball games and oversees such groups as the Sailing Club.

Commuting students have their own organization, through which they participate in all-College affairs and sponsor activities of their own. Religious interests are represented on campus by the Hillel Foundation and the Simmons Christian Fellowship. The Black Students' Organization works within the College and the Boston metropolitan area to promote interest and pride in the aspirations and accomplishments of black people.

The College Drama Society stages several productions each year. And singers are welcomed by the Glee Club, which gives concerts and occasionally goes on extensive tours.

Interest in an academic subject is carried beyond the classroom; many of the concentrations at Simmons

sponsor related organizations — such as the Physical Therapy Club and the Psychology Club.

Foreign students meet together several times a year, and are invited to participate in various foreign student activities available in Boston. The Associate Dean is the Foreign Student Adviser. The Simmons Alumnae Association provides a host family for each Simmons student from a foreign country.

Hastings House is a creative arts center on campus, complete with meeting rooms, a dark room, art room, sewing room, music room, chamber theatre, and a Kosher Kitchen.

The Social Activities Committee is a student committee whose responsibility is to coordinate, initiate, and sponsor social activities at the College. Events planned by SAC last year included Halloween parties, fall mixers, holiday festivities, and Spring Spree.

The Tri-College Activities Committee has been formed by students from Simmons, Emmanuel, and Wheelock Colleges to increase access to sponsored events and facilities at all three colleges. Scheduled events include films, lectures, and drama, dance, music, and art productions.

The student's enrollment at the College carries with it the expectation that she will accept the standards of conduct and scholarship established by the faculty, students, and administration. The College reserves the right to require the withdrawal of any student who does not maintain acceptable academic standing or modes of behavior.

Attendance is expected at all classes. There are no established penalties for absences, but instructors are expected to take attendance into account in evaluating the stu-

dent's achievement. The responsibility for notification of absence rests with the individual student, and she must understand that the instructor is not obligated to grant requests for make-up or supplementary work, regardless of the reason for absence.

College appointments regularly take precedence over all other commitments, including outside employment, between the hours of 8:30 a.m. and 5:30 p.m. from Monday through Friday, inclusive, except on legal holidays. In addition, attendance may be required at class meetings or examinations scheduled at times outside these regular hours (certain class meetings are held after hours or on Saturdays).

An undergraduate student who withdraws from the College must notify in writing the Dean in advance. Upon receipt of this notification, the Dean will confirm this decision with the parents or guardian of the student.

A student who plans to marry during the college year must notify the Dean in advance. The College does not provide housing for married students, and permission to continue in residence following marriage must be secured from the Dean.

Simmons College is primarily a residence college providing housing for full-time undergraduate students who are interested in living on campus. Rooms on the campus are reserved for the entire academic year, and unless a student withdraws from the College, she is expected to maintain her residence on the campus for the year. Any changes in room assignment or in residence during the year must receive prior approval from the Director of Residence and Student Activities.

Full-time undergraduate students who wish to live off-campus in a resi-

dence other than their own homes must submit a letter of parental approval to the Director of Residence and Student Activities in advance of the academic year.

All students who live on campus are expected to eat their meals at Bartol Hall at the regularly scheduled

times. Special dietary arrangements are possible with the authorization of the College Physician. A kosher kitchen in Hastings House is available to students.



Student Services

In keeping with its philosophy of individual study and career planning, the College maintains supplementary educational and personal services for its students.

The Dean's Office is at the center of the student service organization. Its primary mission is to provide individual guidance for students with an open door policy which welcomes their ideas and concerns. In addition, the Dean and her Associate coordinate the activities of the other student services within the College.

The Needham Career Planning and Counseling Center's staff offers counseling services to students who wish to discuss their personal reactions to the College experience with a trained counselor. In addition to scheduled appointments during the day at 300 The Fenway, a Walk-In Counseling Service is maintained on the residence campus two evenings a week.

Students who are considering career and academic choices should complete the "Career Decision-Making Booklet," a program combining self-instruction with individual counseling. An extensive file of career information is maintained in the Center, as well as a roster of Alumnae Career Consultants who can provide information about educational, volunteer, and career resources in the community. All of these services are available on a confidential, no fee basis.

The Office of Supportive Instructional Services provides students with academic counseling at no charge. Services include skills screening and tutoring in all basic-level

courses as well as many higher-level ones. Consultation with faculty and the coordination of academic programs are major responsibilities of the office.

The Office of Student Financial Aid assists students who have financial needs. In addition, this office determines students' eligibility for work under various financial aid arrangements. (Simmons participates in the Federal College Work-Study Program which provides term-time and summer positions for eligible students.)

The Student Employment Office aids students seeking work during the academic year or during the summer, on- or off-campus. Notices of available positions are posted outside the office, and students interested in jobs register their qualifications and needs in the office. (Scholarship students are given preference for positions within the College.)

The Placement Office assists seniors, graduate students, and alumnae in finding permanent positions. Recommendations from the Simmons faculty and former employers are kept on file in this office and are available when needed to support new job applications. The Placement Office's library of career information is open to students and alumnae who wish to learn more about employment opportunities. For the benefit of students who plan to attend graduate school, the Graduate School Information Center in the Placement Office provides reference books, catalogs, test applications, and a directory of faculty advisers on graduate programs.

Health Services. Simmons has its own Health Center located on the residence campus. The staff includes the Director of Health, two other physicians, two consulting psychia-

trists, a consulting gynecologist, a consulting dermatologist, a roentgenologist, an X-ray and laboratory technician, and nurses. Physicians have daily office hours during the school year in the Health Center, which also houses an infirmary. The Simmons College Infirmary is licensed by the Commonwealth of Massachusetts Division of Hospital Facilities and is a cooperating member of the Massachusetts Hospital Service (Blue Cross).

All undergraduate students registering for a full-time program (12 semester hours or more) must file with the College Physician a satisfactory certificate of health which the College provides. A student returning to the College after an absence of a semester or more may be required to submit a new health certificate.

The College charges for medications, but students in the medical technology, basic professional nursing, and physical therapy programs may receive at no cost immunization against smallpox, diphtheria, tetanus, typhoid, paratyphoid, and poliomyelitis. Any necessary diagnostic X-ray work is free unless it requires special apparatus. Routine laboratory tests prescribed by College physicians will be done without additional charge.

Minor illnesses are treated by the physician at the Infirmary; more severe or prolonged illnesses are referred to hospitals or approved physicians in the city. Parents may request that reports of treatment or consultations be sent to the family physician.

Students who have contracted any contagious disease, including severe sore throats or upper respiratory infections, should not return to

College at the end of vacation unless they are admitted directly into the Infirmary.

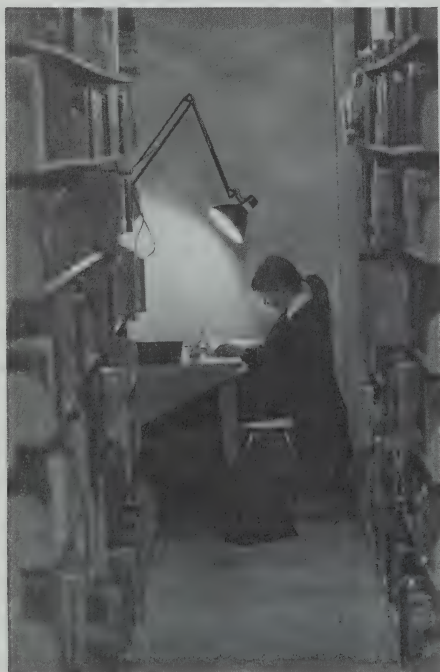
A compulsory Health Fee of \$55 is required annually of all full-time undergraduates. This fee covers the use of the Simmons College Health Center clinic and in-patient facilities. Also included is a modest sickness and accident insurance policy which pays for most ambulatory care outside the Health Center in addition to supplementing the hospitalization benefits of the routine comprehensive policies which most families have. Hospital beds (wards and semi-private) in the Boston area cost approximately \$100 per day.

The Health Fee is optional for all graduate students.

Physical Education. All first year students must take two hours of physical education a week. Upperclassmen may participate in any activities they choose. Facilities of the Physical Education Department include two rooms equipped for indoor activities; dressing rooms, showers, and lockers; and some outdoor facilities. Specific information about physical education is on page 149.

The Alumnae Association

This independent organization is the connecting link between students and more than 18,000 Simmons graduates throughout the world. It provides students with opportunities to meet alumnae and discuss career interests. Two undergraduates serve on its Executive Board, and other students assist alumnae committees with programs and fund-raising. There are 46 alumnae clubs in the U.S. and an international club in the United Kingdom; together with the class organizations and the Alumnae Affairs Office at the College, they address themselves to the educational and professional concerns of alumnae through various on- and off-campus programs. The Association provides important financial support for the College through its Annual Fund, and gives scholarship aid and academic awards to students.



Expenses at Simmons

Tuition is based on a charge per semester hour of instruction. The basic tuition charge is \$83 per semester hour, and most courses of instruction are valued at four semester hours, or \$332 per course. So the usual academic load of four courses, taken in each of the two semesters of the college year, amounts to 32 semester hours, for a tuition charge of \$2,656.

The basic charge for room and board on the residence campus is \$1,380. There is a \$20 orientation fee for freshmen and transfers, and a \$55 Health Fee, which includes Student Accident and Sickness Insurance. Finally, all full-time undergraduates pay a \$25 student activity fee, which supports a number of student-run activities and events.

College charges for tuition, fees, and residence must be paid prior to the completion of registration and before attending classes. The first term payment is due on or before August 25 and the second payment on or before January 15. The first term payment must include the Health Fee and the Student Activity Fee. Otherwise, tuition and residence charges are divided evenly between the two terms. For fourth-year students in medical technology and orthoptics, a payment is due on June 15.

Payments made by students must be accompanied by an Estimated Term Bill form completed by the parent or student. These forms are distributed in advance to prospective students by the Comptroller's Office. No other advance statement or billing will be sent.

Checks should be made payable to Simmons College and sent to the Comptroller, Simmons College, 300 The Fenway, Boston, Massachusetts 02115, or presented at the cashier's window at the College.

The College reserves the right to withhold all of its services to students who have not met their financial obligations to the College. Such services include the mailing of transcripts, references, placement materials, and the use of various offices and facilities.

Parents and students may wish to pay tuition and other fees in monthly installments. A number of banks and other reputable financial concerns offer services along these lines; newly-accepted students and their families will often receive direct mail advertisements from such firms. The College is not able to control such offerings, has no financial interest in them, and cannot recommend any particular plan. Any such tuition proposal should be studied carefully before its terms are accepted.

For an undergraduate carrying the usual course load of 32 semester hours (four courses in each of the two semesters), the following college budget is suggested.

	Resident	Commuter
Tuition	\$2656	\$2656
Residence (room & board)	1380	—
Orientation (freshmen & transfers only)	20	20
Health Fee	55	55
Student Activity Fee	25	25
Books, Supplies, Etc.	150	150
Transportation & Lunches	—	270
	<hr/> \$4286	<hr/> \$3176

Additional expenses, such as travel, recreation, clothing, cleaning, and laundry, must be taken into account by the individual student.

The full-time program in physical therapy calls for a slightly different tuition fee structure:

	Resident	Commuter
Final Half-year in Physical Therapy	\$1430	\$740

Tuition and Residence Deposits

A tuition deposit of \$50 is required of all candidates upon acceptance. The deposit is credited on the first bill, but it is forfeited if the student does not register for courses during the year for which she is accepted.

A residence deposit of \$100 is required before a room can be reserved on the College campus. It will remain on deposit during the time the student is in residence. If notice is received on or before July 1 that the student does not wish the room, the \$100 will be returned. New students — freshmen and transfers — receive the bill for this deposit with the notice of acceptance for admission.

Refund Policy: Tuition

1. If written notification that a student has withdrawn is received by the Dean prior to the first day of classes, the amount paid for tuition (less the tuition deposit required for new students) will be refunded.

2. If written notification of withdrawal is received by the Dean on or after the first day of classes and before December 1 for first semester and April 1 for second semester, 50% of the tuition charge prorated to the unexpired portion of the semester will be refunded. For these purposes, the semester begins with the first day of regularly-scheduled classes and ends with the last day of regularly-

scheduled classes. Calendar days (including holidays, Saturdays, and Sundays) are used to prorate tuition and to calculate refunds.

3. Student aid awards or loans from the College will be deducted from the total tuition charge before tuition is prorated for purposes of making any refund.

4. For purposes of calculating any refund, the date of withdrawal will be that date when written notification of withdrawal is received by the Dean.

Refund Policy: Residence Fees and Deposit

A resident student is required to pre-pay all residence charges. If a student withdraws during the first seven weeks of a semester, a prorated amount for raw food costs will be refunded starting from the date the student identification card is returned to the Director of Residence. No refund will be made after the seventh week of the semester.

The \$100 security deposit reserves a dormitory room and will be held as a deposit against any charge for damages or loss attributed to the resident. This deposit is refundable, less damages, upon graduation, or upon notification by July 1 that the student will not be returning the following September.





ADMISSION AND FINANCIAL AID

Admission

The campus at Simmons is a lively, diverse community. Students come from most of the 50 states and more than a dozen foreign countries. They represent a variety of religious, racial, and economic backgrounds. They have a variety of interests, as well — in their studies and in their extracurricular activities.

To retain this diversity is the responsibility of the Committee on Admission, and this means that policies must be flexible, focusing on the individual applicant's qualities of scholarship and character. As the Committee selects the freshman class of up to 450 students, its concern must be the student — what she can bring to Simmons and what Simmons can offer her.

The credentials that each applicant must submit are listed below. The most important is the high school record. A careful study of the number and level of courses that a student has taken, her grades, and the school's recommendation give the Committee an indication of the kind of work she can be expected to do in college.

What the student has to say about herself, in writing her application and during an interview, tells the Committee about her interests, the kinds of activity to which she has devoted her time and energy.

Finally, the results of the required aptitude and achievement tests help to complete the picture.

In the winter and early spring, the eight members of the faculty and administration who make up the Committee on Admission review each

applicant's credentials. They bring their impressions together and select for admission those students who appear to be best qualified for Simmons. Decisions are sent to candidates before April 1.

Application Procedure

1. **Application Form.** Each applicant fills out a form furnished by the Office of Admission and returns it by January 15 with a fee of \$15.

2. **Application for Financial Aid.** The financial aid application form, also available from the Office of Admission, must be returned to the Director of Financial Aid by January 15. For further information about financial aid, see page 28.

3. **School Record.** The Admission Office sends a form *directly to the high school* on which the counselor reports the student's record and the school's recommendation.

4. **College Board Tests.** Every applicant must take the Scholastic Aptitude Test and three Achievement Tests, one of which must be the English Composition Test. Scores must be reported to Simmons by the College Board. For information concerning these tests, write the College Entrance Examination Board, Box 592, Princeton, New Jersey 08540, or Box 1025, Berkeley, California 94701.

5. **Personal Interview.** Each applicant should visit the College if possible. An interview, although not required, is strongly recommended. The Admission Office is open for interviews Monday through Friday from 9 to 4. Make appointments well in advance.

6. **Health Certificate.** A certificate of health is required, usually after acceptance, on a form supplied by the College. Any physical handicap

should be mentioned in the application for admission and on the health certificate, so that if arrangements for special attention are necessary, they may be taken into consideration.

Early Decision Plan

The College has a plan for early consideration, under which a student must submit an application before November 1. Decisions are sent to Early Decision Plan candidates before December 1. If the applicant is accepted, she must agree to withdraw applications to other colleges and satisfactorily complete her senior year in high school.

Advanced Placement

Academic credit and advanced placement at Simmons may be granted to students who have completed college-level courses in secondary school. Achievement in the Advanced Placement Tests of the College Board is recognized as follows: Credit will be given for scores of four and five; credit may be given, on recommendation of Simmons faculty members, for the score of three; no credit normally will be given for scores of one or two.

Transfer Students

Transfer applications are welcome at Simmons, and each year approximately 100 students are admitted to the College with advanced standing. Credit is granted for courses successfully completed in other institutions that are the equivalent of those offered at Simmons. The amount of credit given to a transfer on entrance depends upon the requirements in her field of concentration, as well as upon the courses that she has completed. The Committee on Admission considers transfer applications on

an individual basis, and decisions are sent to candidates as soon as possible. A statement of credit accompanies the notice of admission.

The procedure for application for transfer is as follows:

1. **Application Form.** Each applicant fills out a form furnished by the Office of Admission and returns it with a fee of \$15.

2. **Application for Financial Aid.** The completed financial aid application form must be returned to the Director of Financial Aid by January 15. For further information about financial aid, see page 28.

3. **School Record.** The secondary school last attended sends a complete transcript of the applicant's record on a form sent directly from the College.

4. **College Board Tests.** The Scholastic Aptitude Test is required. Scores of tests taken before college entrance may be used. If the test has already been taken, the candidate should ask the College Entrance Examination Board (Box 592, Princeton, New Jersey 08540, or Box 1025, Berkeley, California 94701) to send the results to Simmons. If the test has not been taken, the candidate should write to the College Board in order to register for the test. Achievement Tests are not required of transfer applicants.

5. **College Record.** Simmons expects each candidate to present an official transcript of her college record, together with the results of any objective tests of aptitude and achievement that may have been taken at her college. When final grades are available, the applicant must file a supplementary transcript.

6. **Dean's Recommendation.** The College asks the Dean of the institution last attended to furnish a con-

fidential report on the qualifications of the applicant.

7. **Health Certificate.** Each applicant is required, usually after acceptance, to complete the certificate of health provided by Simmons. Any physical handicap should be mentioned in the application for admission and on the health certificate, so that if any arrangements are necessary for special attention, they may be taken into consideration.

Continuing Education

Simmons offers its courses to women who seek further training after an interruption in their formal education. Some women who left college before graduation want to complete work for the baccalaureate degree; others who have undergraduate degrees wish to continue work toward advanced degrees or prepare themselves for employment in a new field. By allowing these students to study on a part-time basis, Simmons helps them carry on their education while they are still fulfilling family or employment commitments.

Women who are considering a continuation of their studies may obtain information and individual counseling from the Office of Continuing Education at 300 The Fenway, Boston, Mass. 02115.

Financial Aid

Simmons makes its educational opportunities available to as many capable and promising students as possible and welcomes applications from students who without assistance could not meet their expenses at the College.

Simmons participates in the College Scholarship Service of the College Entrance Examination Board. This means that the College believes that the amount of aid given a student should be based upon financial need. The Scholarship Service assists the College in determining need, and all applicants for assistance must submit a copy of the Parents' Confidential Statement to the appropriate College Scholarship Service Center.

Financial aid is offered in the form of scholarships, loans, and part-time employment.

Scholarships

Scholarships are awarded on the basis of need, academic achievement and promise, and personal qualifications. The number of students selected for awards each year is determined by the amount of money available and the needs of those applying for it.

Once a student has completed her application for financial aid (see below), she is automatically considered for all awards administered by the College; she need not make special application for any one scholarship. The College offers grants in amounts up to \$4000, and these grants arise from nearly 75 named and special scholarships — provided by generous alumnae and friends of the College. For a few scholarships there is re-

gional preference — such as aid from Simmons alumnae clubs which the College attempts to allocate to students entering from a club's geographical area.

A number of other scholarships are provided by the Federal Government. Educational Opportunity Grants are available to qualified high school graduates, and may be used to supplement other assistance to meet a student's needs in full.

Educational Opportunity Grants, also from funds provided by the Federal Government, are available to qualified high school graduates, and may be used to supplement other assistance to meet a student's needs in full.

State scholarship programs are another possibility that applicants should investigate. A number of states, among them Connecticut, Massachusetts, New Jersey, Pennsylvania, Rhode Island, and Vermont, offer awards which may be used outside of the state at the college of the applicant's choice.

A limited number of Physical Therapy Traineeships are made available through the Rehabilitation Services Administration to full-time students, enrolled in physical therapy as juniors and seniors, who are interested in future work in the rehabilitation of the disabled.

Psychiatric-Mental Health Trainee Stipends, again limited in number, are available through the National Institute of Mental Health. They are granted to full-time juniors or seniors in the Department of Nursing who plan to enroll in a graduate program in psychiatric-mental health nursing after completing their baccalaureate program.



Loans

Simmons College Loans are available to undergraduates who are studying on a full-time basis, and who without such assistance would be unable to meet their educational expenses.

National Direct Student Loans, from funds provided partly by the Federal Government and partly by the College, are available to both full- and part-time students who are admitted to one of the regular programs of the College.

The New England Society in the City of New York makes available to deserving students, especially those of New England birth or ancestry, small temporary loans to meet emergency personal needs (to cover no more than one college year).

Guaranteed Insured Loans, authorized by the Higher Education Assistance Act of 1965, are available to both full- and part-time students through private commercial lenders such as banks, credit unions, and savings and loan associations. Information about these loans can be obtained from participating agencies in the student's home area.

Part-Time Employment

Simmons expects that most students will be able to work part-time, on the campus or in the Boston area, to help meet college expenses. Students interested in work opportunities should register with the Office of Student Employment (see page 20). The College participates in the Federal College Work-Study program.

Applications for Financial Aid

Prospective freshmen interested in applying for financial aid should do so at the time of applying for admission. The Financial Aid Application

is available from the Admission Office at the College; the Parents' Confidential Statement is available from the high school. Notice of awards will be sent, insofar as possible, at the same time as admission decisions.

Once a student has been given aid for her freshman year, continuance of financial assistance is assured — depending on her financial need — for each of her undergraduate years as long as her academic and personal record is acceptable to the Financial Aid Committee. However, the College expects every student to assume a greater share of the responsibility for meeting her own educational expenses each year through increased summer earnings, term-time work, and loan assistance. Students must file an application for aid with the Director of Student Financial Aid and a Parents' Confidential Statement with the College Scholarship Service each year. These forms are available in the Office of Student Financial Aid.

Aid for Transfer Students

Students transferring to Simmons are also eligible for financial aid. However, awards are limited in number.



THE EDUCATIONAL PROGRAM

The Educational Program

The Simmons approach to liberal education is flexible, and the curriculum allows each student to develop a program suited to her individual interests and career plans. Some students select a field of concentration during their first semester at the College; others take more time for exploration. But all students should make a decision by the end of their sophomore year.

Students may choose to concentrate in one of the professional programs of the College: Communications, Education, Management, Nursing, Nutrition, or the Health Sciences. Other students may plan a program of career preparation by electing a concentration in the humanities, the social sciences, or the sciences. All professional programs offer field work or clinical experiences through which students may explore the nature, opportunities, and implications of a career field. In the humanities, the History Department offers field work for students interested in discovering ways by which they may prepare for careers through the study of history. Students concentrating in philosophy enter a variety of professional and vocational fields. Students interested in careers in music may apply for the joint degree program between the New England Conservatory of Music and Simmons College and participate in the activities of the Glee Club and the Modern Dance Club. The Drama Society offers opportunities for students to produce and perform plays frequently written by students themselves. Students may pursue a career in the visual arts

through undergraduate studies in the studio program of the Department of Art and Music, the graphic design courses of the Department of Communications, and the concentration in Graphic and Publishing Arts jointly offered by Simmons College and the School of the Museum of Fine Arts. The Communications Department provides field experience in the publishing of the *Simmons Review*, the College alumnae magazine, and in internships with publishing, advertising, broadcasting, and television companies.

Some of the resources with which the College helps a student make her decision have been mentioned earlier in this catalog — for example, the Career Planning and Counseling Center, the Student Employment and Placement offices. In addition, faculty advisers assist students to plan their programs, and the field work and internships provided by many of the academic departments are an opportunity to test career areas, and to consider the possibility of further professional study after graduation.

Simmons College itself offers graduate professional education in social work, library science, education, English, French, and Spanish. For information about these programs, consult the section of the catalog covering Graduate Studies on page 184.

Students in good standing may arrange to study at a European university through the programs of the Institute of European Studies (see page 99). One or two semesters of the junior year may be spent at Mills, Johnston, Antioch, Spelman, or Morehouse Colleges or Fisk University. A limited number of juniors are eligible to apply for the "Washington Semester" of the American University in Washington,

D.C. and the Merrill Palmer Institute in Chicago. Plans for study through an exchange program or a program abroad should be made by the end of the sophomore year.

Individual Program Planning

Each student's program should be a carefully-developed plan of study including 1) courses selected to fulfill distribution and depth requirements, 2) courses required of and elected by a student in a field of concentration, and 3) independent work or field study during the senior year. The total program should be integrated so that each part reinforces the whole.

To ensure a broad education as well as depth of specialization, students must successfully complete a minimum of 128 semester hours before they graduate.

Forty-eight hours should be in the liberal arts and sciences. Twenty-four hours of these are to be chosen from each of the three areas of the distribution requirement: humanities (literature, the arts, philosophy), science and mathematics, and the social sciences and history. The remaining 24 semester hours may be chosen from all three areas of the distribution requirement, or they may be limited to one or two — with the understanding that these courses be outside the field of concentration which a student selects.

The student is expected to take between 20 and 40 semester hours in a field of concentration, as determined by the department of the student's choice. Additional courses may be prerequisite to a field of concentration in the sciences, economics, mathematics, psychology, nutrition, and the health science programs; these may be used by

the student to fulfill the breadth and depth requirements in the arts and sciences.

The remainder — some 40 to 60 semester hours — are electives to be selected from a student's field, from the liberal arts and sciences, or from a second field of concentration.

Interdepartmental Programs

Students may elect a field of concentration as presented in the catalog, or they may decide that an interdisciplinary concentration may better enable them to pursue individual career interests. The curriculum offers these options:

1. Students may elect a concentration in a department like Communications or Education, where the department requires a second academic concentration;

2. Students may elect to undertake two full academic concentrations;

3. Students may elect a concentration in one department together with a combination of courses fulfilling the distribution and depth principles, achieving the equivalent of two concentrations;

4. Students may select an interdepartmental concentration such as Finance, American Studies, or Economics-Mathematics which combines the academic work of two or more disciplines according to a prescribed sequence of courses.

Additional Programs

In addition to the interdepartmental concentrations described above, there are two alternative programs on the Simmons campus, one for upperclassmen and one for freshmen.

The Option for Personalized Educational Needs — the OPEN program — is designed for the student who

believes that her academic and career objectives cannot be achieved through one of the listed concentrations or the joint or double concentrations. Students accepted into the OPEN program are not subject to departmental or interdepartmental requirements regarding concentrations. But they must fulfill College degree requirements — distribution, depth, independent study or field work, foreign language proficiency, and the English requirement.

The student interested in OPEN should schedule an interview with the program coordinator to discuss her ideas. Then she will be expected to develop, with the help of a faculty adviser, a detailed program of study built around a concentration designed to prepare her for her career objective. This program must be approved by the coordinator before a student is admitted to OPEN. Further information may be obtained from James L.V. Newman, OPEN Coordinator, Simmons College, 300 The Fenway, Boston, Massachusetts 02115.

FEED, the Freshman Experience in Educational Discovery, is a program with limited enrollment for entering students who wish to assume a larger responsibility in determining the pace and content of their first year at Simmons. Working closely with four faculty members and a full-time coordinator, FEED students help to design their own seminars and other learning activities instead of registering for regular courses. Living together in the same dormitory (along with students not in the program), the members of FEED develop and pursue their personal intellectual interests while participating in an interdisciplinary learning community. A main

purpose of the program is to encourage students to recognize their areas of academic interest and to strengthen their confidence in their ability to explore them.

FEED students enroll for the entire year and receive two full semesters of credit. All members of the program are expected to spend the equivalent of one day per week in some form of human service activity, for which credit is granted. In this as in other parts of the program, the rewards are commensurate with the energy and imagination invested by the student, who has an opportunity to learn from her frustrations as well as her achievements. In addition to regular small seminars, FEED attempts to integrate into its program films, theatre and museum visits, trips to other campuses, faculty guest speakers, and expeditions to various parts of New England.

The environment is supportive: students define their own academic expectations, and measure their progress by whether or not they move toward their fulfillment. Since students and faculty work together closely all year, there is no need for examinations. Oral evaluations occur at the end of each semester, and a written evaluation is provided at the end of the year. Students in the program may exempt the College English requirement through the writing they do during the year. In addition to their FEED work, some students choose to audit courses at the College, while others have taken advantage of the flexible structure of the program to continue interests in music, photography, and painting.

The first semester of FEED is exploratory, emphasizing the relationship between the student's sense

of identity and the academic structure of the program. During the second semester, FEED students are given the opportunity to investigate an issue or problem of their choosing in greater detail, and to present the results in a form suited to the subject and to their particular talents. The ultimate goal of the program is to foster in each student greater insight into the learning process as it affects her, and greater independence and resourcefulness in using these insights in the future.

Enrollment in the FEED program is limited to fewer than 50 students. Admission is by application, and the main criterion for selection is the student's own commitment to an educational alternative of this sort. Students desiring further information should contact the FEED Director, Lawrence Langer, Department of English, Simmons College, 300 The Fenway, Boston, Massachusetts 02115.



Degree Requirements

The Bachelor of Arts degree is the baccalaureate degree conferred on students in all concentrations except those in the Departments of Biology, Chemistry, Mathematics, Physics, and in the health sciences, where the Bachelor of Science is awarded.

A candidate for a degree or a diploma is expected to complete satisfactorily the work of an approved program, including all required courses, within the normal number of college years. When a student withdraws for a period which would extend the work of her program beyond a normal length of time, the additional work required for satisfactory completion will be determined by the faculty.

Any outstanding financial obligations to the College must be discharged before a degree or diploma can be granted.

Requirements for the award of the Simmons baccalaureate degrees are:

- I. English 10 or 11 or the equivalent.
- II. Distribution Requirements
24 semester hours
Humanities (literature, arts, philosophy)
8 semester hours
Science and mathematics
8 semester hours
Social science and history
8 semester hours
- III. Depth in Arts and Sciences to be elected from all three areas or limited to one or two areas
24 semester hours

- IV. Field of Concentration
20-40 semester hours
- V. Independent Study and/or
Senior Seminar under the supervision of a Simmons faculty member
8 semester hours
- VI. Proficiency in a foreign language, demonstrated in one of these several ways:
 1. By successful completion of eight semester hours of a foreign language on the second-year or intermediate level. However, students who are placed at the 21 level or higher may complete the requirement with four semester hours;
 2. By passing a proficiency test administered at the beginning of the college year and toward the end of each semester; or
 3. By an appropriate grade in the foreign language achievement test of the College Entrance Examination Board.
- VII. Completion of 128 semester hours with a passing evaluation. A transfer student must spend at least three semesters and earn a minimum of 48 semester hours of credit while regularly enrolled at Simmons in order to be eligible for the Simmons degree.
- VIII. The recommendation of the department or program adviser that the degree be granted. The student must complete one-third to one-half of the courses required for the concentration, including a substantial amount of advanced work, while regularly enrolled at Simmons so that her department can adequately

evaluate her for this recommendation. Should a student transfer out of Simmons, but wish to receive the Simmons degree, she must have spent a minimum of four semesters at Simmons and apply for her degree within four years after leaving the College. In this case her independent study requirement must still be met by registration in one or more courses at Simmons which satisfy the conditions for independent study.

Marks and Evaluations

Students have the option of choosing between a Pass-Fail system of evaluation and letter grades. At registration each student must designate which type of grading she desires for each of her courses. Changes in the option selected will be accepted until the end of the fourth week of classes each semester. No change will be allowed after that time. The definitions of the grading symbols are as follows:

P = Pass

F = Fail

A = Excellent

B = Good

C = Fair

D = Poor

F = Fail

W = Approved withdrawal

RW = Required withdrawal

Distinguishing between Pass and Fail implies that a course has minimum standards of performance. A student performing below the minimum standards receives an F and no credit for the course. A, B, C, and D are considered passing grades and denote performance above the minimum standards.

In the case of a Fail evaluation, special conditions may be imposed by the faculty, in which case both the student and her parents or guardian are notified. Cases of students in academic difficulty come before the Administrative Board, which can take whatever action it sees fit except for exclusion from the College, which must be approved by the faculty. (*Exclusion* means that the student may reapply for admission after at least one semester has elapsed.)

The Administrative Board is guided by the following:

Any student who receives two or more Fails in any given semester may be excluded from the College. (In the case of freshmen, informal warnings of academic difficulty are forwarded to the Registrar by individual faculty members approximately halfway through the first semester at Simmons, and counseling and assistance are made available.)

Recognition of Merit

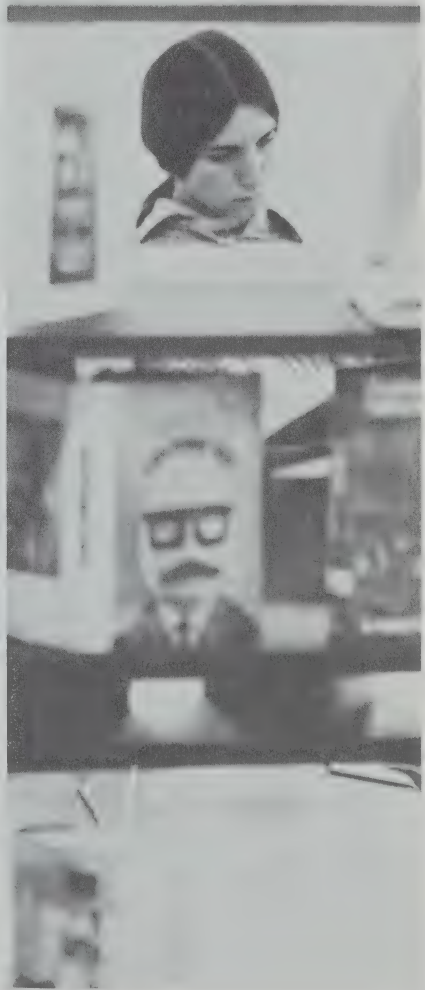
Various departments of the College offer honors programs to qualified students. College requirements for honors programs are:

1. Independent study at an advanced level, as offered in departmental honors programs to the extent of at least four semester hours;
2. Satisfactory completion of a thesis, project, or other investigation approved by the department in which the honors candidate concentrates; and
3. Passing a suitable comprehensive examination prepared and graded by the department in question.

Academy is the honor society of Simmons College. Students with superior achievement may qualify for admis-

sion after completing a minimum of 96 semester hours, at least 48 of which have been taken at Simmons.

Degrees with distinction are granted to students whose total achievement for four years has certain qualities of excellence, who are members of Academy, and who are recommended by their department.



The Graduate Division

Graduate Education has been offered at Simmons since the founding of the College. This year, more than 800 graduate students are enrolled in programs leading to the master's degree in library science, social work, education, Spanish, French, English, and on occasion, other concentrations. In the fall of 1973, the School of Library Science will introduce a program leading to the Doctor of Arts degree. Both part-time and full-time programs are available, and both men and women are accepted into the graduate program.

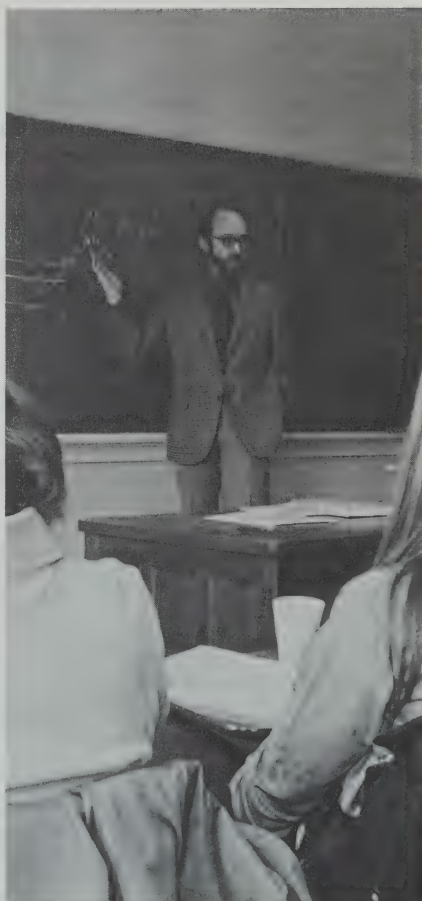
General requirements for all master's program are listed below. Under these broad stipulations, the programs vary somewhat in the time limits within which work must be completed, and semester hours required for the degree.

Applicants for admission to the Library School should write to the Administrative Assistant of the School of Library Science, 300 The Fenway, Boston, Massachusetts 02115 for a School catalog and an application for admission. Students are admitted to the School of Library Science to begin programs in the fall, winter, or summer semester.

Applicants for admission to the School of Social Work should write to the Director of that School at 51 Commonwealth Avenue, Boston 02116, for a School catalog and an application for admission. This program begins only in the fall semester.

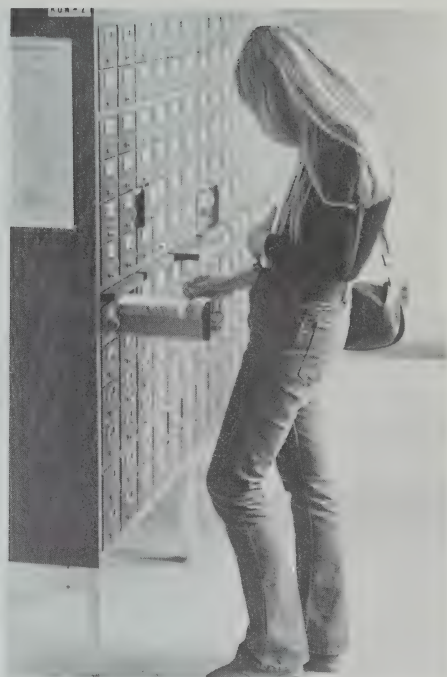
Applicants for other programs should write to the Chairman of the Department in which they are interested, 300 The Fenway, Boston 02115.

Those interested in concentrations in the health sciences should write to the Chairman of the Department of Biology, 300 The Fenway, Boston 02115.





COURSES AND CONCENTRATIONS



A course that occupies a fourth of the full-time effort of a full-time student enrolled in a regular four-year program, irrespective of the actual number of class exercises, is assigned credit of four semester hours. A course that occupies a smaller fraction of a student's effort is assigned credit in the same ratio.

In the course numbers, the digit following the hyphen indicates the period during which the course is given. The **0** indicates a course given for the full college year; the **1** and **2** indicate first and second half years respectively. An **S** following the course number indicates a summer course.

Individual study courses, numbered 60-1, 2, for credit of four to eight semester hours, are available in nearly all of the departments of the College. These special courses allow students to concentrate in some field of interest in which they may do individual study. These courses are conducted exclusively by individual conferences and reports, and hours and credits are specifically determined for each student. These courses may not duplicate material available through a course in a recognized curriculum, and should contribute to a coherent pattern and the individual student's academic program. Approval must be given by the instructor of the course and the student's academic adviser. A student may not take more than four individual study courses during her baccalaureate program.

Departmental Concentrations

Department of Art and Music

The Department of Art and Music offers a concentration in art and two concentrations in music. The concentration in art includes courses in both the history of art and the practice of art. All students concentrating in art are required to do at least a minimal amount of work in the practice of art.

With rare exceptions, career preparation in art history must be completed in graduate school. A number of institutions, usually large universities, offer specialized training leading to the master's degree and to the doctorate in art history. Further study at graduate school is necessary for careers in teaching at the college or junior college levels, or for a variety of careers in the museum field.

Students desiring more extensive professional education in the practice of art than can be combined with an undergraduate program will normally complete their career preparation in graduate or professional schools. Advanced professional training in the practice of art may lead to careers in a wide variety of fields, such as college teaching, publishing, various types of commercial design, architecture and city planning, ceramics, painting, sculpture, and printmaking.

Concentration in Art

Requirements

Students are required to complete 28 semester hours in art history, four of which may be replaced by a course in the philosophy of art, distributed as follows:

At least four semester hours in a proseminar in the history of art;

At least four semester hours in the history of art outside the Western tradition (Art 22a, 22b, 28); eight semester hours in the practice of art.

Note: Art History 20 is not acceptable for credit toward a concentration in art. Students considering art as a concentration should take Art History 21, 24, or 26 as their first course.

Although there is no strict sequence in which these courses should be taken, it is recommended that eight semester hours in the practice of art be taken during the second, or at the latest, the third year. A proseminar would normally be preceded by a lecture course in the pertinent period of art history. Individual study courses may be taken by qualified students under the designation Art 60 (see Individual Study, page 40.)

Students planning graduate study in the history of art should acquire a reading knowledge of at least two foreign languages and in choosing electives should place heavy emphasis upon areas such as history and literature, which will provide them with a varied general knowledge of cultural history. The concentration in art may be combined with a number of other departmental concentrations. A student interested primarily in the history of art might consider a second concentration in English, history, philosophy, French, or Spanish. Students concerned especially with the practice of art may find a profitable second concentration in communications or management.

Courses

Art

Art 15-1, 2 Introduction to Studio Art 4 sem. hrs.

Basic drawing. The course is concerned with fundamental concepts of pictorial structure and organization, with emphasis on the human figure and landscape. No previous experience in drawing is necessary. *Chandler, Oppenheim.*

Art 16-1, 2 Introduction to Studio Art 4 sem. hrs.

Introduction to and emphasis on color. Work in the course includes drawing, painting, and some three-dimensional considerations. Various media and techniques are explored. This course may be taken with no previous experience, but the student is urged to take *Art 15* first. *Chandler, Oppenheim.*

Art 17-1 Advanced Studio Art 4 sem. hrs.

An extension of the basic studio courses in which the student is encouraged to define personal directions and procedures. At present, due to space limitations, painting is the major activity. However, the student wishing to do three-dimensional work may do so within limits imposed by space and equipment. *Oppenheim.*

Art 18-2 Advanced Studio Art 4 sem. hrs.

Continuation of *Art 17*. *Oppenheim.*

Art Hist. 20-1, 2 Introduction to the Visual Arts 4 sem. hrs.

Close study of a small group of works of painting, sculpture, and architecture representing several major phases of Western culture from ancient Greece to contemporary Europe and America. *Thomas, Jayne.*

Art Hist. 21-1 Art of the Italian Renaissance 4 sem. hrs.

Painting, sculpture, and architecture in Italy during the fifteenth and sixteenth centuries. Emphasis on such major figures as Donatello, Leonardo da Vinci, and Michelangelo. *Carpenter.*

Art 22a-1 Arts of the Far East—India 4 sem. hrs.

Cultural and aesthetic aspects of the arts of India from prehistoric times to the present. *Banks.*

Art 22b-2 Arts of the Far East—China and Japan 4 sem. hrs.

Cultural and aesthetic aspects of the arts of China and Japan from prehistoric times to the present. *Banks.*

Art Hist. 23-1, 2 Art in Europe, 1750-1900 4 sem. hrs.

Painting, sculpture, and architecture from the neoclassical movement of the late eighteenth century to Cezanne and Rodin. Emphasis on such artists as Delacroix, Monet, and Van Gogh. *Thomas.*

Art Hist. 24-1, 2 Twentieth-Century Art in Europe and America 4 sem. hrs.

Painting, sculpture, and architecture in Europe and America from the Fauve and Cubist movements in Europe to contemporary abstract art. Emphasis on such major figures as Picasso, Matisse, and Le Corbusier in Europe and on such recent American artists as Pollock, de Kooning, and Calder. *Lustig, Jayne.*

Art Hist. 25-1 Art in America: Nineteenth and Twentieth Centuries 4 sem. hrs.

Painting, architecture, and sculpture in America from the Revolution to the present. Emphasis on such major themes as romanticism and realism and on such figures as Homer and Wright, Pollock and Wyeth. *Lustig.*

Art Hist. 26-2 Baroque and Rococo Art in Europe 4 sem. hrs.

European art from the Counter Reformation to the French Revolution. Emphasis on such major seventeenth-century artists as Caravaggio, Bernini, Rubens, Rembrandt, and Velazquez. *Carpenter.*

Art Hist. 27-1 The Art of Classical Antiquity 4 sem. hrs.

Painting, sculpture, and architecture in Mediterranean culture from the Minoan period to the decline of the Roman Empire. Emphasis on Greek art of the archaic and classical periods. *Carpenter.*

Art 28-2 The Indian Arts of America 4 sem. hrs.

A study of the whole range of the arts of the Indian peoples of North America, Central America, and South America both before and after the voyages of Columbus. *Lustig.*

Art 29-2 Arts of Late Antiquity and the Middle Ages 4 sem. hrs.

Art in Europe from the age of Constantine to the late Gothic art of the fourteenth century. *Jayne.*

Art Hist. 30-1, 2 Art History from a Black Perspective 4 sem. hrs.

A survey of the history of art with a strong emphasis on the contribution of the Third World to world art culture, including special attention to the role of African people in developing world art. *Chandler.*

Proseminars in art history are undergraduate seminars not intended for specialists. Their purpose is threefold. They offer the student with some preliminary knowledge of a particular field an opportunity to extend that knowledge, they permit her to work in a small group, and they allow her to assume a more active role in the study of art history than is normally possible in a lecture course. Students will prepare papers under the guidance of the instructor and present them to the seminar for discussion.

Art Hist. 31-2 Proseminar in Italian Renaissance Art 4 sem. hrs.

Subject for 1973-74: Michelangelo. *Carpenter.*

Art Hist. 33-2 Proseminar in Nineteenth-Century Art 4 sem. hrs.

Prerequisite: consent of the instructor.

Subject for 1973-74: Post-Impressionism: concentrating on Van Gogh and Cezanne. *Thomas.*

Art Hist. 34-1 Proseminar in Twentieth-Century Art 4 sem. hrs.

Prerequisite: consent of the instructor.

Subject for 1973-74: vision and perception. *Lustig.*

Art Hist. 35-2 Proseminar in American Painting 4 sem. hrs.

Prerequisite: consent of the instructor.

Subject for 1973-74: the portrait. *Lustig.*

[Art Hist. 36-2 Proseminar in Baroque Art 4 sem. hrs. Not offered in 1973-74.]

Prerequisite: consent of the instructor.

Art 60 Independent Study

Members of the Department.

Art 61-1, 2 Apprenticeship in the Teaching of Art History 4 sem. hrs.

Prerequisite: consent of the Department.

Individual study of the teaching of art history under the guidance of a member of the art history faculty. Each student will make two 50 minute presentations to a section of *Art 20* each month, hold regular conferences with students in that section, and write a paper on some aspect of the material covered in the course as this material relates to the problems of teaching. Limit of one senior art major for each section of *Art 20*.

Concentration in Music

The Department of Art and Music offers two concentrations in music, in Applied Music and Music History and Literature. Both concentrations have been established through an inter-institutional arrangement between Simmons College and The New England Conservatory of Music.

Requirements

Students who elect a concentration in music are required to complete 40 semester hours in each area of concentration, distributed as follows:

Applied Music:

16 semester hours of applied music (one-half hour each semester worth two semester hours)

16 semester hours of theory or theoretical studies

8 semester hours of music history and literature

Music History and Literature:

16 semester hours of music history and literature

16 semester hours of theory or theoretical studies

8 semester hours of applied music (one-half hour each semester worth two semester hours)

Note: Music 20, Introduction to Music, is not acceptable for credit toward a concentration in music. Students considering music as a concentration should take Music 21, 22, 23, 24, or 27 as their first course.

Music 28, Theory and Basic Musicianship, is a required course for all students who plan to concentrate in music. Credit will be granted toward the theo-

ry requirement but it must be satisfactorily completed before taking advanced courses in theory or theoretical studies at The New England Conservatory of Music.

Although there is no strict sequence in which courses should be taken, Music 28 should be taken preferably during the first or second year; and the student who plans a concentration in Applied Music should begin her studies the first year. Courses in the area of Music History and Literature should not be taken exclusively at either Simmons or The New England Conservatory of Music; instead, a combination of courses should be selected between the two institutions, depending on the courses offered and the student's interest and needs. A sequence of course requirements in either area of the music concentration should be determined in advance by the student in cooperation with the Simmons College music faculty.

Eight semester hours of independent study, field work, or senior seminar is required of the student with a concentration in music. In either the Applied Music or the Music History and Literature concentrations the student may fulfill the independent study or senior seminar by an advanced level of performance in applied music above the first eight semester hours. In this case the student is encouraged to present a recital in the senior year.

A student with a concentration in Music History and Literature is expected to complete a special independent research project in the senior year. This written project is determined in advance in consultation with the music history faculty.

This requirement may also be satisfied by electing advanced music courses at either Simmons or The New England Conservatory of Music.

Joint Concentrations

The Department of Music welcomes students who wish to develop joint concentrations with other departments; for example, Music and English; Music and Education; Music and Communications; Music and Nursing, etc. The Department will work with individual students and other departments to develop viable programs of study for such students. Students wishing to work out a combined concentration should consult with their adviser and with the individual chairmen of the departments involved.

Prerequisites

A student who is seriously interested in a music concentration must give evidence of substantial achievement and ability in applied music and show promise and strong potential for continued development. Therefore, before being accepted into either the Applied Music or the Music History and Literature music concentration the student must first have an entrance audition with the music faculty of Simmons College. If this preliminary audition is passed the student will then be referred to The New England Conservatory of Music and a final audition will be heard by a faculty committee named by The Conservatory. If the preliminary and final auditions are satisfactorily passed the student should then work out with her faculty adviser and/or Department Chairman a sequence of course requirements in the chosen area of the music concentration. When this has been completed the student should then discuss

the program of study with the music faculty at Simmons. If the plan of study fulfills all the academic requirements and meets with the approval of both the Simmons College and The New England Conservatory of Music administrative and faculty personnel the student will then be admitted into the music concentration program.

Two proseminars in music history are available to undergraduate students who already have a preliminary knowledge of the history of music. Each proseminar allows the student to concentrate in greater depth on one particular area of research and study. Individual projects, study and analysis of musical scores, attendance at concerts, and independent research will be assigned under the guidance of the instructor.

Music

Mus. 20-1, 2 Introduction to Music 4 sem. hrs.

The development of European music, with emphasis on major musical forms and the characteristics of music from the pre-baroque to the present. Guided listening to recordings, attendance at concerts, and collateral readings. *Cleaves*.

[Mus. 21-1 The Classical Period* 4 sem. hrs. Not offered in 1973-1974.]

The music and significance of Haydn, Mozart, and Beethoven. Guided listening to recordings, study and analysis of musical scores, attendance at concerts, collateral readings, and individual projects. *Cleaves*.

[Mus. 22-2 Contemporary Music* 4 sem. hrs. Not offered in 1973-1974.]

Recent European and American musical developments, with attention to political, social, and economic influences on present-day composers. Guided listening to recordings, study and analysis of musical scores, attendance at concerts, collateral readings, and individual projects.

Mus. 23-2 Introduction to Opera* 4 sem. hrs.

An approach to opera for the layman through a study of operas by Beethoven, Mozart, Verdi, Puccini, Bizet. Guided listening to recordings, study of musical scores and librettos, collateral readings, and assigned projects. *Cleaves*.

Mus. 24-2 The Romantic Period 4 sem. hrs.

Principal musical forms and styles from Beethoven to Debussy. Guided listening to recordings, study and analysis of musical scores, attendance at concerts, collateral readings, and assigned projects. *Cleaves*.

Mus. 27-1 Beethoven* 4 sem. hrs.

Intensive analysis and discussion of the music of Beethoven. Guided listening to recordings, study and analysis of musical scores, attendance at concerts, collateral readings, and individual projects. *Cleaves*.

Mus. 28-1 Theory and Basic Musicianship 4 sem. hrs.

The study of the fundamental theoretical aspects of music, with specific attention to the techniques of intelligent listening and writing of music. An indispensable basic course for students planning to study either theoretical or applied music at The New England Conservatory; and for students desiring a minor concentration in music in either elementary or secondary school education. Especially beneficial as background for any of the more specialized courses offered by the Music Department. *Gronquist*.

*offered in alternate years

[Mus. 30-1 The Aesthetics of Music 4 sem. hrs. Not offered in 1973-74.]

An historical probe into the question of beauty, form, content, expression, and the meaning of music. Emphasis placed on the music and writings of musician-theorists who have proved to be influential in the development of Western music.

[Mus. 35-1 Proseminar in Baroque Music: Johann Sebastian Bach 4 sem. hrs. Not offered in 1973-74.]

Prerequisite: consent of the instructor. Cleaves.

[Mus. 36-2 Proseminar in Music from 1950 to 1970 4 sem. hrs. Not offered in 1973-74.]

Prerequisite: consent of the instructor. Cleaves.

Mus. 37-2 Music in the Elizabethan Renaissance 4 sem. hrs.

A cross-disciplinary examination of English society and its cultural achievement in the 16th and early 17th centuries. The class will be involved primarily in comparative studies of such works as the music of William Byrd, John Dowland, and the virginalist composers, the poetry of Spenser, Donne, and Campion, the architecture of Inigo Jones, the theatre of Marlowe, Shakespeare, and Jensen, the thought of Francis Bacon, etc. *Gronquist.*

Mus. 39-1 Paris in the Early Twentieth Century: The Origins of the Avant Garde 4 sem. hrs.

An introductory course involving interdisciplinary studies in cultural history, examining the ideas and works of the many artists, writers, musicians, etc. who were active in Paris within the period from around 1890 to 1930. Movements dealt with include Symbolism, Cubism, Dada, Surrealism; music of Debussy, Ravel, Stravinsky, Les Six. Open to freshmen and upperclassmen; no previous background required. *Gronquist.*

Emmanuel College

Under the provisions of an inter-institutional agreement between Simmons College and Emmanuel College, the following courses in music history offered at Emmanuel may be elected for full credit by duly-enrolled Simmons students.

Mus. 25-1 Introduction to Twentieth-Century Music 4 sem. hrs.

Offered at Emmanuel College as Mus. 151.

The study of the major musical developments by American composers in the twentieth century. *Coely.*

Mus. 26-1 Symphonic Literature 4 sem. hrs.

Offered at Emmanuel College as Mus. 152.

A study of the better-known classics of symphonic literature, including work by Mozart, Beethoven, Brahms. *Bales.*

The New England Conservatory

Courses in applied music and theoretical subjects regularly offered at the New England Conservatory may be elected for credit by qualified students.

Under the provisions of an inter-institutional agreement between The New England Conservatory and Simmons College, duly-enrolled students at Simmons College may elect to include in their programs for full credit any courses normally offered by The Conservatory, subject to certain specified conditions, the details of which should be obtained from the Registrar. A Simmons College student desiring to pursue a course at The Conservatory must be recommended to the Registrar by a departmental adviser and

the Music Department. The student will then be referred to The Conservatory, which reserves the right to determine whether prerequisites for the course in question have been met and whether the student is fully qualified to pursue the course elected.

Faculty

Art

Richard Bruce Carpenter, Ph.D. *Professor of Art History and Chairman of the Department of Art and Music*

Thomas Joseph Wallace, A.M. *Associate Professor of Art*

Eric Lustig, A.M. *Assistant Professor of Art History*

Patricia Blake Thomas, A.B. *Assistant Professor of Art History*

Dana C. Chandler, B.S. *Assistant Professor of Art*

Robert Oppenheim, M.F.A. *Assistant Professor of Art*

Valerie Ann Jayne, A.M. *Special Instructor in Art*

Gail Banks *Special Instructor in Art*

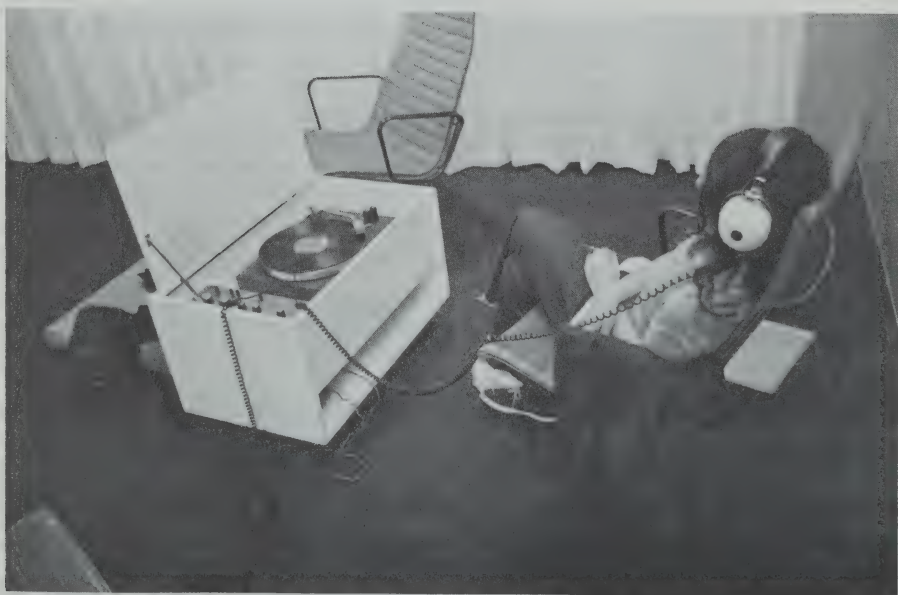
Music

Burton Abercrombie Cleaves, Mus.M. *Professor of Music*

Robert E. Gronquist, M.A. *Director of Musical Activities and Assistant Professor of Music*

Marva G. Carter, M.M. *Coordinator of Black Studies and Instructor in Music*

Rona J. Cordish *Assistant in Art and Music*



Department of Biology

Undergraduate specialization in biology provides the student with a basic background of knowledge which makes possible a variety of career opportunities. Concentration in the Department is designed to help the student develop an understanding of the scope, the methods of inquiry, and specialties of biology and an appreciation of modern biological trends. This concentration is also basic for specialization at the graduate level in biology.

Undergraduate preparation in biology may lead to career opportunities in government, university, and commercial laboratories in areas such as: animal and plant physiology, developmental biology, biochemistry, microbiology, and ecology. The curriculum also prepares the student for graduate study in such areas as molecular biology, oceanography, medicine, dentistry, and veterinary science.

Cooperation with other departments in the College provides opportunities for interdisciplinary programs. Combined programs are possible with the Departments of Chemistry, Physics, Mathematics, Psychology, Nutrition, and Management. Certification for teaching biology at the primary and secondary school level is possible by enrollment in the program of the Department of Education.

Concentration in Biology

Requirements

Students planning a program in biology beginning in September of 1973 may satisfy the core requirements by taking the following courses:

Year 1	Biology 13-1	Adaptations of Animals
	Biology 15-2	Adaptations of Plants
Year 2	Biology 35-1	Developmental Biology
	Biology 25-2	Chemistry and Biology of Cells
Year 3	Choice of <i>one of the following</i> :	
	Biology 21-1	Microbiology
	Biology 22-1	Human Anatomy
	Biology 26-1	Biology of Invertebrate Animals
	and also students must take:	
	Biology 36-2	Genetics

To complete the requirements students must take one more course in biology selected from the list below, or they may take another one of the third year, first semester courses above.

- Biology 27-1 The Lower Plants
- Biology 34-2 Physiology
- *Biology 40-1 Plant Physiology

- *Biology 41-1 Principles of Biochemistry
- *Biology 42-2 Topics in Behavioral Biology
- Biology 45-2 Principles of Ecology
- *Biology 46-2 Microscopy and Microtechnique
- Biology 47-1 Host-Parasite Relationships
- *Biology 49-1 Advanced Physiology
- *Biology 50-2 Cell Biology
- *Biology 51-2 Immunobiology
- Biology 52-1 Endocrinology
- *Biology 53-2 Marine Biology and Oceanography
- Biology 54-2 Advanced Studies in Biology
- Biology 55-2 Evolution

All junior level students are required to participate in the Journal Club, a forum for discussion of current literature as preparation for Individual Study. No credit or grades will be given.

In the senior year, students must satisfy their requirements for Individual Study either by taking Biology 65-1, 2 or by taking two additional advanced courses in biology. The courses satisfying the Individual Study requirement are indicated above by an asterisk*. Students must receive the consent of the instructor before registration and are expected to present a research paper in addition to the regular requirements of the course.

Prerequisites. Students are required to take Chemistry 13, 14, 25, and 26, as well as Mathematics 10 or its equivalent. It is strongly recommended that students elect one year of physics and additional courses in mathematics.

Courses

Biol. 12-1 Man in the Living World 4 sem. hrs.

Not a prerequisite for further courses in the Department except with the consent of the Department.

The relationship of man to his environment; his heritage and his interaction with other living organisms. An analysis of man's future in relationship to problems of his own making. *Members of the Department.*

Biol. 13-1 Adaptations of Animals 4 sem. hrs.

Consideration of an evolutionary series of invertebrate and vertebrate organisms from the point of view of their morphological, physiological, and behavioral adaptations to the environment. Emphasis on vertebrates. *Brown, members of the Department.*

Biol. 15-2 Adaptations of Plants 4 sem. hrs.

Consideration of higher and lower plants with emphasis on the physiology of growth and development. Morphology, evolution, and adaptation to different environments will also be included. *Everett.*

Biol. 21-1 Microbiology 4 sem. hrs.

Prereq.: one year of college biology and chemistry.

Introduction to the biology of micro-organisms: bacteria, viruses, and fungi. Stress placed on control of microbial populations, systematic study, and the use of quantitative methods. *Coghlan, Berliner.*

Biol. 22-1 Human Anatomy 4 sem. hrs.

The gross and micro-anatomy of the human body, presented in detail. Laboratory utilization of the cat and organs from other mammals for dissection. *Tuttle.*

Biol. 25-2 Chemistry and Biology of Cells 4 sem. hrs.

Prereq. : one year of college biology and Chem. 25 or consent of the instructor.

A study of cells at all structural levels emphasizing the relationship of structure to the biochemical processes associated with life. The laboratory will present techniques of modern cellular experimentation. *Bowman.*

Biol. 26-1 Biology of Invertebrate Animals 4 sem. hrs.

Prereq. : one year of college biology.

A survey of the invertebrate phyla. Emphasis is on adaptive significance of the structures and physiological characteristics of each invertebrate group in relation to its ecological distribution. Systematics as may be phylogenetically significant are included. *Nickerson.*

[Biol. 27-1 The Lower Plants 4 sem. hrs. Not offered in 1973-74.]

Prereq. : Biol. 15 or consent of the instructor.

Algae, fungi, mosses, and ferns as experimental tools of development, genetics, cytology, physiology, ecology, and evolution. Design and evaluation of experiments, observation of living organisms, and field work. *Berliner.*

Biol. 34-2 Physiology 4 sem. hrs.

Prereq. : Biol. 22 or equivalent and one year of college chemistry.

An introduction to the functional integration of animal systems. Emphasis is placed on feedback mechanisms and the interrelationship of the various systems as the animal adapts to changing environmental conditions. Laboratory experiments illustrate classical and modern approaches to the physiology of the various organs and systems. *Weiant.*

Biol. 35-1 Developmental Biology 4 sem. hrs.

Prereq. : one year of college biology and chemistry, or consent of the instructor.

A study of developing animal systems emphasizing mechanisms involved in embryogenesis. Included are analyses of original research papers and laboratory experience in the methods of experimental embryology. *Sacks.*

Biol. 36-2 Genetics 4 sem. hrs.

Prereq. : one semester of college biology or equivalent.

An introduction to both classical and modern genetics, using examples from plants and animals with some references to human genetics. *Tuttle.*

Biol. 40-1 Plant Physiology 4 sem. hrs.

Prereq. : Biol. 15.

A study of photosynthesis, water relations, and control of growth and development in higher plants. Lectures and laboratories supplemented with readings in the current literature and independent laboratory and reading projects. *Everett.*

Biol. 41-1 Principles of Biochemistry 4 sem. hrs.

Prereq. : Biol. 25 and Chem. 26 or equivalent.

The chemical and energetic changes that occur in living matter. Consideration given to the nature, functions, and transformations of these chemical entities. Laboratory procedures emphasize the design, control, and performance of modern biological experimentation. *Bowman.*

Biol. 42-2 Topics in Behavioral Biology 4 sem. hrs.

Prereq. : one year of college biology or consent of the instructor.

A study of invertebrate and non-human vertebrate behavior, including such topics as the anatomical and physiological basis of behavior, the genetics and ontogeny of behavior, courtship and aggression, communication and migration. Open-ended lecture and laboratory with opportunity for long-range experiments. *Brown.*

[Biol. 45-2 Principles of Ecology 4 sem. hrs. Not offered in 1973-74.]

Prereq. : one semester of college biology, or consent of the instructor.

Interrelations of plants and animals and the environment. Biological adaptations and biogeochemical cycles. Analysis of physical, chemical, and biological aspects of the environment with emphasis on New England systems. Choice of laboratory or discussion sections with the latter primarily for non-majors. Required field trips. *Brown.*

Biol. 46-2 Microscopy and Microtechnique 4 sem. hrs.

Prereq. : two years of college biology.

Study of living and stained animal and plant tissues. Their preparation for structural and histochemical study by light, phase, and fluorescence microscopy. Theoretical and applied microscopy and photomicrography. *Berliner.*

Biol. 47-1 Host-Parasite Relationships 4 sem. hrs.

Prereq. : one year of college biology.

Emphasis on animal parasites of man—their identification, host interactions, and control measures under clinical and experimental conditions. Fungal parasites of man and plants. *Berliner.*

Biol. 49-1 Advanced Physiology 4 sem. hrs.

Prereq. : Biol. 34 or equivalent.

Physiological systems in adaptations of organisms to internal and external environments. Emphasis on the electrophysiological approach to neurophysiological problems, and in-depth studies on the circulatory, pulmonary, and renal systems. Laboratory experiments using a variety of invertebrate and vertebrate animals are coordinated with discussions on the physiological regulatory mechanisms. *Weiant.*

Biol. 50-2 Cell Biology 4 sem. hrs.

Prereq. : Biol. 25 and Biol. 36, or consent of the instructor.

A study of cells which emphasizes the relationship of cell architecture to life processes. Readings in the current literature will be included. Cellular and tissue structure will be examined in the laboratory along with a consideration of methods of cell study. *Sacks.*

Biol. 51-2 Immunobiology 4 sem. hrs.

Prereq. : Biol. 41 or equivalent and consent of the instructor.

A consideration of the basic principles of immunology with applications of immunologic theory and techniques to microbiology, biochemistry, genetics, developmental biology, and evolution. *Coghlan.*

[Biol. 52-1 Endocrinology 4 sem. hrs. Not offered in 1973-74.]

Prereq. : one year each of college biology and chemistry, and consent of the instructor.

A study of the endocrine system including neurohumoral reflexes and coordinating mechanisms. The course consists of discussions, demonstrations, and laboratory research projects. *Weiant.*

[Biol. 53-2 Marine Biology and Oceanography 4 sem. hrs. Not offered in 1973-74.]

Prereq.: consent of the instructor.

Seminar on current studies in marine biology with special reference to fundamental work on organic productivity and food chains. Includes consideration of selected topics in physiological ecology of marine forms, with emphasis on intertidal flora and fauna.

Nickerson.

Biol. 54-2 Advanced Studies in Biology 4 sem. hrs.

Prereq.: consent of the Department.

Open to students majoring in biology wishing to work in depth in a specific discipline of biology. Study in the specific area of specialization will be offered by different members of the Department.

Biol. 55-2 Evolution 4 sem. hrs.

Prereq.: Biol. 36, or consent of the instructor.

A discussion of the mechanisms of evolution with emphasis on the genetic aspects and the experimental approach to evolutionary problems. Discussion of mutation, natural selection, genetic drift and evolutionary changes in natural populations, as well as the genetics of speciation and race formation. Laboratory work will involve experimental analyses of factors responsible for evolutionary changes in populations. *Nickerson.*

Biol. 60-1, 2 Individual Study in Biology 4 sem. hrs.

Prereq.: consent of the instructor.

See page 40. *Members of the Department.*

Biol. 65-1, 2 Independent Laboratory Research 8 sem. hrs.

Open to seniors for fulfillment of individual study requirements. Usually taken for two semesters (eight semester hours) but may be elected for one semester (four semester hours) at the discretion of the faculty sponsor. *Members of the Department.*

Faculty

Anne Eveline Coghlan, Ph.D. *Professor of Biology and Chairman of the Department of Biology*

Everett Leroy Tuttle, Ph.D. *Associate Professor of Biology*

Martha Dresner Berliner, Ph.D. *Associate Professor of Biology*

Elizabeth Abbott Weiant, Ed.D. *Associate Professor of Biology*

Marie Luisetti Sacks, Ph.D. *Assistant Professor of Biology*

N. Sandra Brown, Ph.D. *Assistant Professor of Biology*

Marylee S. Everett, Ph.D. *Assistant Professor of Biology*

Byron Lee Bowman, Ph.D. *Assistant Professor of Biology*

Richard P. Nickerson, Ph.D. *Assistant Professor of Biology*

Bridget Gallivan Shea *Assistant in Biology*

Elizabeth Roche *Technical Aide in Biology*

Caroline H. McNally *Secretary for the Department of Biology*

Department of Chemistry

Chemistry offers opportunities for study and interpretation of natural phenomena of immense variety. Pressing social issues, such as public health, environmental deterioration, and the famine-overpopulation problem, cannot be solved without attacking their scientific aspects; an education in chemistry prepares the student to serve society and its individual professions in these and many other ways.

Many career opportunities in educational and experimental areas require only a bachelor's degree. The former include, in addition to teaching, library, technical writing, publication, and business specialties. Laboratories concerned with experimental investigations in medicine, such as cancer chemotherapy, pharmaceuticals, biochemistry, oceanography, air and water pollution, agriculture, pesticides, and plastics, are in constant need of college-trained chemists.

Graduate study opens career areas with greater responsibility and the opportunity for initiation and leadership of research work. An undergraduate chemistry concentration is valuable preparation for graduate studies not only in chemistry, but also in fields such as biochemistry, nutrition, and food technology. It is also appropriate preparation for professional schools of medicine or dentistry, especially with the increasing dependence of medical research and practice on knowledge of living systems at the molecular level. The student interested in science education may take an undergraduate chemistry concentration followed by further professional education leading, for example, to the MAT degree.

Requirements and Scheduling

The required courses in chemistry normally completed by the end of the third year are Chemistry 25, 26, 31, and 32. Concentrators are also required to take Chemistry 50 (eight semester hours), to participate in Departmental seminars, and to elect at least eight semester hours from among Chemistry 41, 43, 44, 46, 47, and 48.

Chemistry concentrators, after declaring their concentration, select one of the individual laboratory bench-study spaces in Science Center Room 430, where they carry out much of the rest of their work in chemistry. Except for meetings to discuss new techniques or apparatus, there are usually no scheduled laboratory times for chemistry concentrators; they will budget time to complete work within the deadline set by their instructors. The number of laboratory periods associated with a course in the list below should aid students in planning approximately how much time to allow for them.

Prerequisites. Students considering a concentration in chemistry should take Chemistry 13 and 14 during their first year. In some cases, students with little or no previous high school background may be advised to take Chemistry

11 instead of 13. Mathematics 03 will be recommended by advisers for students in chemistry who feel they may need to review basic mathematical concepts. By the time they enroll in Chemistry 31 they should have taken, or be taking, Mathematics 24 and Physics 12 and 13, which may be used to fulfill part of the requirement of depth in arts and sciences.

Graduate School Preparation. The American Chemical Society suggests a set of standards that it feels will prepare students for graduate study. To meet these standards, the student must include as electives Chemistry 41, 48, and either 46 or 47. In addition, the student must have a reading knowledge of German or Russian and is strongly urged to take one (or both) of these languages if she intends to go on to graduate school. Certification that the student's course program has met the ACS standards is not required for any career or graduate study; the standards are only a guide in planning a program that will make graduate study easier.

Interdepartmental Programs. There are formal concentrations that combine chemistry with biology, mathematics, nutrition, and psychology. In addition, chemistry has been combined with education, communications, and philosophy to lead to immediate careers or graduate study. To plan other interdepartmental programs, the student should arrange with her adviser to have someone from each of the relevant departments discuss with her a program suited to her particular needs.

Inter-Institutional Programs. In order to offer a wide variety of advanced courses, a broad spectrum of faculty specializations, and access to heavy instrumentation, the Simmons and Emmanuel College Chemistry Departments have inter-institutionalized certain courses, as described below.

Courses

Chem. 01-1 Computer Appreciation/BASIC Programming *No Credit*

Introduction to the powers and limitations of computers and the role of computers in society. Analysis of problems for computer solution, flow-charting, and programming in the language BASIC. Elements of computer structure. Students will learn to design, write, and run programs on the time-shared computer. Problems will be drawn from a wide variety of fields; no special background knowledge is assumed. Two hours lecture, one hour computer time per week. *Soltzberg.*

[Chem. 08-1 Order and Change 4 sem. hrs. Not offered in 1973-74.]

Are there principles applicable to any situation that determine why some events occur and others do not? If so, can knowledge of them be used to predict, and perhaps control, events? Experiments, demonstrations, and field studies to observe and record selected events, form hypotheses, and test conclusions. Readings from the sciences, social sciences, and humanities. Three lecture-discussions and one laboratory-field study. *Bell.*

Chem. 09-2 Chemical Principles and Environmental and Technological Issues 4 sem. hrs.

Study of the fundamental scientific principles underlying various environmental and

technological issues, with the aim of enabling the student to understand and deal with the impact of science on society. The course will employ a topical approach; the topics may include energy resources, air and water pollutants, alternatives to pesticides, man-made polymers, drugs, food additives, etc. *Hartman*.

Chem. 11-1 Introductory Chemistry: Inorganic and Physical 4 sem. hrs.

The historic and scientific evolution of basic chemical concepts with special reference to inorganic compounds, including equations, the periodic table, chemical bonding, and equilibrium. No previous knowledge of the subject is assumed, nor any sophisticated background in mathematics. The laboratory is designed to correlate with and amplify the lecture material and to familiarize the student with fundamental laboratory techniques. Three lectures, one discussion period, and one laboratory. *Brauner*.

Chem. 12-2 Introductory Chemistry: Organic 4 sem. hrs.

Prereq. : Chem. 11 or Chem. 13.

Designed for the concentrator in the paramedical or science related field. Nature of the covalent bond, structure and reactions of organic compounds, with emphasis on practical applications. Introduction to chemical and biochemical functions of compounds important to life. The laboratory includes a critical examination of organic molecules and their reactions. Three lectures, one discussion period, and one laboratory. (This course can serve as prerequisite to *Chemistry 25* with the consent of the instructor.) *Wadsworth*.

Chem. 23-1 Introductory Chemistry: Biological 4 sem. hrs.

Prereq. : Chem. 12 or 14.

Builds on the organic background provided in *Chemistry 12*. Study of carbohydrates, lipids, and proteins and their metabolic role in living systems. Laboratory work includes the chemistry of foods and human nutrition. Three lectures, one discussion period, and one laboratory. *Wadsworth*.

Chem. 13-1 Principles of Chemistry 4 sem. hrs.

Prereq. : a satisfactory score on the Simmons chemistry placement examination.

A quantitative, phenomenological development of a few fundamental topics: the mole concept, stoichiometry, chemical equilibria in aqueous solutions, atomic and molecular theory, inorganic chemistry, and the rates of chemical reactions. The laboratory introduces quantitative techniques, including instrumental methods, for studying chemical systems. Three lectures, one discussion period, and one laboratory. *Bowers*.

Chem. 14-2 Organic Chemistry of the Covalent Bond 4 sem. hrs.

Prereq. : Chem. 13.

The fundamental concepts of atomic structure, hybridization, molecular orbitals, structure and electrical properties of organic molecules are studied. Functional groups are introduced and the classes of organic compounds are surveyed. Simple organic reactions involving the main classes of compounds are then taken up. From this background a mechanistic study, in depth, of the classes of organic compounds is begun involving energies, stereochemistry equilibrium, and reaction rate theory. Three lectures, one discussion period, and one laboratory per week. *Piper*.

Chem. 25-1 Organic Chemistry 4 sem. hrs.

Prereq. : Chem. 14.

An extension of *Chemistry 14* to consider additional classes of organic compounds and the more intimate relationship between structure and reactivity as expressed in mechanistic terms. Three lectures, one discussion period, and one laboratory. *Piper*.

Chem. 26-2 Analysis and Equilibrium 4 sem. hrs.

Prereq. : Chem. 13 and Math. 10.

Introduction to the thermodynamic basis for equilibrium followed by its application to qualitative and quantitative chemical analysis. Rigorous theory accompanies correlated laboratory work. Three lectures, one discussion period, one scheduled and one open laboratory. *Brauner.*

Chem. 31-1 Structure and Change 4 sem. hrs.

Prereq. or concurrent: Chem. 26, Physics 10 or 12, and Math. 24 or consent of the instructor.

The wave mechanical treatment of atoms, atomic and molecular spectroscopy, theories of chemical bonding, molecular structure, and statistical mechanics. Spectroscopic and model (computer and physical) studies make up the laboratory work. Three lectures and one laboratory. *Soltzberg.*

Chem. 32-2 The Equilibrium State 4 sem. hrs.

Prereq. : Chem. 31.

Detailed treatment of states of matter and the laws of thermodynamics (with applications to chemical and phase equilibria and electrochemistry) and reaction kinetics and mechanism. Laboratory study of pure materials, solutions, and rates of chemical reactions supplements the lecture and introduces the use of sophisticated instrumentation. Three lectures and one laboratory. *Soltzberg.*

Chem. 41-1 Advanced Analytical Chemistry 4 sem. hrs.

Prereq. : Chem. 32.

Instrumental methods including spectrophotometric, polarographic, conductometric, and potentiometric; and as time permits, spectrographic methods, chelometry, solvent extraction, chromatography, and ion extraction. The use of NMR in inorganic analysis will also be included. Three lectures and one laboratory. *Waller.*

Chem. 43-1 Advanced Organic Chemistry 4 sem. hrs.

Prereq. : Chem. 25.

Bonding and structure concepts together with thermodynamics and kinetic parameters will be used to characterize and interpret organic reaction mechanisms and reactive intermediates involved, especially in reactions of synthetic interest. Three lectures. *Beck.*

Chem. 44-2 Advanced Physical Chemistry 4 sem. hrs.

Prereq. : Chem. 32.

An extension of quantum and statistical mechanics to more complex problems in spectroscopy, reaction kinetics, and statistical thermodynamics than those introduced in *Chemistry 31* and *32*. Three lectures. *Bowers.*

Chem. 46-2 Organic Analysis 4 sem. hrs.

Prereq. : Chem. 26.

Laboratory work developing most of the important techniques in the isolation and identification of organic compounds. Lectures discussing the major spectrometric techniques used in organic structural elucidation. Three lectures held jointly with Emmanuel College and two laboratories. *Waller.*

Chem. 47-1 Biochemistry 4 sem. hrs.

Prereq. : Chem. 25. Prereq. or concurrent: Chem. 31.

Study of the chemical constituents of living matter; of biochemical dynamics with

reference to biological oxidations and the intermediate metabolism of proteins, lipids, and carbohydrates; and of the genetic aspects of metabolism. Three lectures and one laboratory. *Hartman.*

Chem. 48-2 Advanced Inorganic Chemistry 4 sem. hrs.

Prereq. : Math. 24 and Chem. 32.

The atomic nucleus and radioactivity. A study of the periodic table and its use in predicting the behavior of inorganic compounds. Crystal chemistry, coordination chemistry, and ionizing solvents. Laboratory work includes inorganic preparations and reactions in inorganic chemistry. Three lectures and one laboratory. The laboratory is held jointly with Emmanuel College. *Bowers.*

Chem. 60-0 Individual Study Variable credit

Chem. 50-0 Undergraduate Research Project 8 sem. hrs.

Required of all seniors. Open to juniors and sophomores with the consent of the Department.

Selection of a research project involving a search of the scientific literature followed by laboratory work required for the solution of the problem. *Members of the Department.*

Chem. 51-0 Chemistry Seminar No Credit

Required of all chemistry concentrators in their final year. Other students are urged to attend. *Members of the Department.*

Faculty

James Underhill Piper, Ph.D. Associate Professor of Chemistry and Chairman of the Department of Chemistry

***Jerry Alan Bell, Ph.D.** Professor of Chemistry

Phyllis Ambler Brauner, Ph.D. Professor of Chemistry

Iclal Sirel Hartman, Ph.D. Associate Professor of Chemistry

****Mae Lucille Beck, Ph.D.** Associate Professor of Chemistry

Peter George Bowers, Ph.D. Associate Professor of Chemistry

Leonard Jay Soltzberg, Ph.D. Associate Professor of Chemistry

Luella Dudley Wadsworth, S.B. Assistant Professor of Chemistry

Francis Joseph Waller, Ph.D. Assistant Professor of Chemistry

Carolyn Gosse Spodick, S.M. Special Instructor in Chemistry

William Allen Science Center Instrumentation Supervisor

Paula S. Kay, A.B. Secretary for the Department of Chemistry

**On sabbatical leave, 1973-74*

***On sabbatical leave, 2nd semester, 1973-74*

Department of Communications

The concentration in communications offers students a dual preparation in the written word and in the visual media. The courses equip students for careers in book and magazine publishing; newspaper and broadcast journalism; technical writing; public relations; advertising copywriting for print, radio, and television; graphic design for print and the electronic media; and the preparation of scripts and programs for film and video cassettes.

Internships and learning experiences in the various fields of communication are available to students enrolled in the concentration in communications. In addition, each senior creates a communications project and carries it through from concept to final production. In an experimental publishing laboratory, seniors write, edit, and design the *Simmons Review*, an all-College magazine. Each issue is a pilot publication of what the magazine of the future might be. Courses are supplemented by mini-institutes in the new media.

Concentration in Communications

Requirements

The sequence of 32 semester hours of required courses in the concentration in communications would normally be taken in the following order:

Communications 20	Communications Media
Communications 30	Journalism
Communications 31	Article Writing I
Communications 40	Copy and Proof
Communications 41	Graphic Arts Production
Communications 45	Graphic Design
Communications 50	Individual Study: Senior Project
Communications 51	Senior Seminar in Publication

In addition to the concentration in communications, each student also elects 32 semester hours in a sequence of courses approved by the department offering the sequence. Students may also elect two sequences (totaling approximately 16 semester hours each) in two related subjects approved by the faculties of two departments. Sequences, both single and double, have been prepared in consultation with the various departments of the College. Examples of the possible sequences of courses are language and/or literature; literature and/or art history; art history and/or philosophy; philosophy and/or history; history and/or government; government and/or economics; psychology and/or sociology; and the physical sciences.

Special combinations are tailored to the student's special needs. Students may use these sequences of courses to complement their career objectives or to prepare for further study at graduate school.

Concentration in Graphic and Publishing Arts

The concentration in graphic and publishing arts, which is offered jointly with the School of the Museum of Fine Arts, prepares students to do graphic design work in publishing, television, and film.

Requirements

Twenty semester hours in communications, which would normally be taken in the following order:

Communications 20	Communications Media
Communications 41	Graphic Arts Production
Communications 46	Seminar in Graphic Design
Communications 50	Individual Study: Senior Project
Communications 51	Senior Seminar in Publication

Taken at the School of the Museum of Fine Arts:

36 semester hours Anatomy and Perspective, Drawing, Photography, Graphic Design, Filmmaking (elective), and Printmaking (elective)

Post-Baccalaureate Program Leading to a Diploma in Communications

This one-year program offers graduates of approved colleges whose undergraduate programs have been largely academic the opportunity for a year of concentrated study of the basic skills required in editing, publishing, broadcast, film, and television. Each student's program is planned in consultation with the Department. Candidates who satisfactorily complete such a program are eligible for the Diploma in Communications.

A typical one-year program (32 semester hours) includes the following courses: Communications 20, Communications Media; Communications 40, Copy and Proof; Communications 41, Graphic Arts Production; Communications 45, Graphic Design; Communications 50, Individual Study: Senior Project; Communications 51, Senior Seminar in Publication. Electives: eight semester hours.

Interdepartmental Concentration in Advertising

The interdepartmental concentration in advertising, offered jointly by the Departments of Communications and Management, is designed for students who are interested in advertising as a career and who have creative, selling, analytical, or managerial talents.

The courses in this concentration prepare women for positions in advertising agencies and departments as copy writers, marketing specialists and researchers, media specialists (buying advertising space and broadcast time), graphic production and layout personnel, advertising traffic expeditors, and account executives.

Students in this concentration are affiliated with the Department of Communications.

Requirements

The sequence of 48 semester hours in advertising (20 each in communications and management, plus an additional eight hours in the Senior Seminar) are normally taken in the following order:

Communications 20	Communications Media
Communications 36	Advertising Copy Writing I
Communications 37	Advertising Copy Writing II
Communications 41	Graphic Arts Production
Communications 45	Graphic Design
Management 20	Financial Accounting
Management 27	Dynamics of Management
Management 28	Business and Its Environment
Management 50	Marketing
Management 52	Advertising Policies and Methods

To meet the Senior Seminar requirement, each student must do independent study in either the Department of Communications or the Department of Management.

Interdepartmental Concentration in Corporate and Institutional Publishing and Public Relations

The interdepartmental concentration in corporate and institutional publishing and public relations is offered jointly by the Departments of Communications and Management. Students interested in business and communications are prepared for positions as editors of employee, customer, and institutional publications, directors of multi-media communications programs, public relations practitioners in business and public service organizations, and specialists in financial and international public relations.

Students in this concentration are affiliated with the Department of Communications.

Requirements

A total of 48 semester hours (24 semester hours in communications and 16 semester hours in management, plus eight hours in the Senior Seminar) are required for the concentration in corporate and institutional publishing and public relations. Courses are normally taken in the following order:

Communications 20	Communications Media
Communications 30	Journalism
Communications 35	Public Relations
Communications 38	Editing Publications for Companies and Non-Profit Organizations
Communications 41	Graphic Arts Production
Communications 45	Graphic Design
Management 20	Financial Accounting
Management 27	Dynamics of Management
Management 28	Business and Its Environment

Management 47 or Management 37	Organizational Behavior Behavioral Implications for Women in Management
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To meet the Senior Seminar requirement, each student must do independent study in either the Department of Communications or the Department of Management.

Courses

Com. 20-1,2 Communications Media 4 sem. hrs.

An introduction to communication arts and theory, involving analysis of media from point of view of communicator. Numerous screenings supplement examples and exercises in film, video, multi-media, and graphic arts. *White.*

Com. 30-1, 2 Journalism 4 sem. hrs.

The discipline of straight, factual writing in reporting and in editorial and feature writing for newspapers, supplemented by a mini-institute in communications issues. *Poole, Ball.*

Com. 31-1, 2 Article Writing I 4 sem. hrs.

Prereq. : Com. 30.

Writing articles for publication and scripts for broadcast. Study and discussion of published and recorded material; and reading, discussion, and criticism of student work. *Poole, Ball.*

Com. 32-2 Advanced Journalism 4 sem. hrs.

Prereq. : Com. 30 and consent of the instructor.

For students interested in news media careers. Spot reporting assignments of actual news events (courts, government, public affairs) with copy deadlines immediately afterwards. Institute in television news production given by TV news professional, with student teams doing their own film or videotaping, scripts, and announcing of actual news events. Lectures and newsroom practice in copy editing for newspapers, photo editing, page design and typography for newspapers. *Poole.*

Com. 34-1, 2 Article Writing II 4 sem. hrs.

Prereq. : Com. 31 and consent of the instructor.

For students who have completed *Communications 31*, and who wish to continue to write articles or broadcast scripts under instruction. Each student meets individually with the instructor. *Poole.*

Com. 35-1 Public Relations 4 sem. hrs.

Prereq. : Com. 30.

Institutional public relations and practical training in publicity procedures; analyzing the needs of the client, outlining campaigns, and preparing and placing copy in the print and electronic media. Through workshops, special attention will be given to the application of public relations principles to industrial, educational, and community problems. *Osgood.*

Com. 36-1 Advertising Copy Writing I 4 sem. hrs.

Advertising form and style and the writing of advertising copy. Projects and criticism, with some general reading in the theory and practice of advertising. *Bailey.*

Com. 37-2 Advertising Copy Writing II 4 sem. hrs.

Prereq.: Com. 36.

Problems and practice of writing advertising copy for radio, television, and cable TV. Projects and criticisms with field trips to agencies and broadcast stations. *Bailey*.

Com. 38-1, 2 Editing Publications for Companies and Non-Profit Organizations 4 sem. hrs.

Prereq.: Com. 30, Com. 35, and consent of the instructor.

An individual study course for students who look forward to editorial employment on company or institutional publications. Various specialized types of editing; the company and institutional newspaper, newsletter, and magazine, the annual report, and personnel handbook. Students will study publications case histories in the field. *Williams*.

[Com. 39-2 The Book as a Fine Art 4 sem. hrs. Not offered in 1973-74.]

A brief history of typographic art, with an emphasis on the development of the book as an art form.

Com. 40-1 Copy and Proof 4 sem. hrs.

Exercises and tests, based on the *Manual of Style* and *Words into Type*, to develop a professional attitude towards the problems of "form" and "style" in the preparation of copy for publication and in the techniques and problems of reading proof. *Bosworth*.

Com. 41-1 Graphic Arts Production 4 sem. hrs.

The techniques and processes that convert word copy and pictorial copy to printed page, including problems specific to advertising, promotion, magazine publishing, book publishing. *Winkler*.

Com. 42-1,2 Video Production 4 sem. hrs.

Prereq.: consent of the instructor. *Enrollment*: limited.

A studio course in basic video production. Students conceive, write, and produce several short video tapes. Course study will include translation of an idea into visual terms; theory of television; orientation to studio facilities, equipment, light, sound, TV graphics, and scripting. *White*.

Com. 45-1, 2 Graphic Design 4 sem. hrs.

Prereq.: Com. 41.

The principles of pure design as applied to the problems of graphic presentation in black and white and color, primarily for magazines and promotional material, with references to techniques in advertising, books, and television graphics. *Helmken, Bratton*.

Com. 46-1, 2 Seminar in Graphic Design 4 sem. hrs.

Enrollment: limited to 10.

Elective for students who have had *Communications 45* and have demonstrated an interest and aptitude in graphic design. Individual design projects for print, TV, and video completed under direction of professional designers in the field.

Com. 47-2 Printing Workshop 2 or 4 sem. hrs.

Prereq.: Com. 41.

An individual project course. Experimentation with type, illustration, and reproduction processes. *Bratton*.

Com. 48-1, 2 Basic Photography 4 sem. hrs.

Prereq.: consent of the instructor. Enrollment: limited.

An introduction to photography as visual communication. Basic camera and darkroom techniques, lighting, design, and composition in black and white. Planning and taking of photographs for various types of publications. *Broadcorens.*

Com. 50-1, 2 Individual Study: Senior Project 4 sem. hrs.

Prereq.: the concentration in communications.

Each student is required to create a communications project and carry it from concept to final production. *Winkler, Bratton, and members of the Department.*

Com. 51-1, 2 Senior Seminar in Publication 4 sem. hrs.

Prereq.: the concentration in communications.

Each student participates in the writing, editing, and designing of the *Simmons Review*, an experimental pilot publication of what the magazine of the future will be. Several issues of the publication are converted into video cassette magazines. *Williams.*

Com. 52-1,2 Independent Study 4 sem. hrs.

The student may do independent study off-campus but under the guidance of a faculty member. The student meets with the faculty member at regular intervals for evaluation.

Com. 60 Individual Study 4 sem. hrs.

Qualified students may pursue writing, publishing, graphic design, photography, production of video tapes, and filmmaking interests beyond the limits of the listed courses. *Members of the Department and specialists in the field.*

Com. 70-1,2 Internship 8-16 sem. hrs.

To qualify for internship, the student must have fulfilled most of her Department and/or interdepartment requirements. (Usually this occurs in the junior year.) The student goes out into the field to gain professional experience by applying theoretical knowledge to practical problems.

Com. 71-1,2 Field Experience 4-8 sem. hrs.

This experience is available to the student who has not yet fulfilled most of her Department and/or interdepartment requirements but who wants to learn in the field. Placement is based on the student's background and interest.

Faculty

Dorothy Frances Williams, S.M. *Professor of Communications and Chairman of the Department of Communications*

†**Virginia Louise Bratton, S.B.** *Professor of Graphic Arts*

Alden Wright Poole, S.B. *Associate Professor of Journalism*

Robert Francis White, S.M. *Instructor in Communications*

William Arthur Bagnall, S.M. *Lecturer on Fine Arts and Design, and Director of the Program in Graphic and Publishing Arts*

Raymond Francis Bosworth, A.M. *Lecturer on Editorial Procedures*

Charles Herbert Ball, S.M. *Lecturer on Journalism*

Margaret Matheny Bailey, A.B. *Lecturer on Advertising Copy Writing*

Yvonne Ramaut Broadcorens, S.B. *Special Instructor in Basic Photography*

Peter Osgood, A.M. *Special Instructor in Public Relations*

Ann Albano, S.B. *Assistant Editor of the Simmons Review*

Muriel A. Pratt *Secretary for the Department of Communications*

†*On sabbatical leave, 1st semester, 1973-74*

Associates, 1973-1974

A.S. Burack, A.B. *Associate in Book and Magazine Publishing*
Editor and Publisher, The Writer, Inc., Boston

Norman L. Cahners, A.B. *Associate in Business Publishing*
Chairman, Cahners Publishing Company, Inc., Boston

Allan Chellis, A.B. *Associate in Communication*
Vice President, Newsweek, Inc., New York, New York

Emily Flint, A.B. *Associate in Magazine Editing*
Formerly Managing Editor, *The Atlantic Monthly*, Boston and presently
Editor, The Peabody Museum at Harvard

William H. Ganick, A.B. *Associate in Advertising*
Senior Vice President, Harold Cabot & Co., Inc., Boston

Katherine Marie Heggie, S.B. *Associate in Research*
Hemenway and Barnes, Boston

Charles M. Helmken, A.M. *Associate in Educational Publishing*
Executive Director of Communication, American Alumni Council, Washington, D.C.

Alice Murphy Lavin, S.B. *Associate in Industrial Editing*
Editor, *Telephone Topics*, New England Telephone and Telegraph Company, Boston

Edward Loeb, A.B. *Associate in Publication*
Publisher, *Cue Magazine*, New York, New York

Herbert R. Mayes *Associate in Publishing*
World Review, New York, New York

Richard Murphy, A.B. *Associate in Video Production*
Vice President, Video Research and Development, Boston

Bruce L. Paisner, A.B. *Associate in Video Production*
General Manager, Time-Life Video, New York, New York

Russell Train Smith, M. Arch. *Associate in Fine Arts and Design*
School of the Museum of Fine Arts, Boston

Constance Louise Tree, S.B. *Associate in Book Design*
Graphics Manager, Ginn and Company, Xerox Corporation, Lexington

Dino Griz Valz, A.B. *Associate in Graphic Production*
Formerly Media Director, Sutherland-Abbot Company, Boston

Dietmar Winkler *Associate in Graphic Design*
Harvard Business Review

Department of Economics

Concentration in Economics

An increasingly urban, technological, and industrialized society places a growing demand upon its members to understand its economic problems and processes. The concentration in economics provides the student with an excellent background for a variety of positions in industry, finance, government, education, and urban affairs. Moreover, the background provided prepares the student for graduate work in law, business, and economics.

A special area of emphasis in the Economics Department is the field of urban economics. A number of urban-related courses can be taken as a core which will give the student considerable flexibility in her career development. This urban economics core can be combined with the fields of government, sociology, management, or others to equip the student with the necessary background for exciting careers in a variety of urban-related endeavors. The course work can be combined with an internship which is specifically designed to allow the student to apply her skills and learning in the professional world.

Requirements

Economics 21, 22, Principles of Economics, is basic to all subsequent work in this field and should be taken no later than the second year by students considering specialization in economics. Mathematics 01 is required of all students taking the straight economics concentration. In addition to Economics 21, 22 and Mathematics 01, 16 semester hours of course work in economics are required for the concentration in economics, as follows:

Economics 41	Microeconomics
Economics 42	Macroeconomics
Economics Electives:	eight semester hours of additional courses

In addition, students concentrating in economics are advised that they must complete eight semester hours of independent study after consultation with members of the Department. Students in the straight economics concentration are encouraged to take Mathematics 55, as it will benefit them greatly in further work in economics.

Interdepartmental Concentrations

Students specializing in economics can frequently profit from the study of related fields, such as history, government, sociology, mathematics, and management. In two such instances, formal interdepartmental concentrations are available. A concentration in finance is offered cooperatively with the Department of Management and administered by that Department. An interdepartmental concentration in economics and mathematics is offered jointly with the Department of Mathematics and administered by the Department of Economics. These specializations meet the needs of students in economics and

business relative to the increasing emphasis on the use of mathematics. For those students with good mathematical aptitude who do not wish to specialize only in mathematics, the interdepartmental concentration in economics and mathematics provides the opportunity to develop a field of applied mathematics.

In addition to the interdepartmental concentrations, an increasing number of students are availing themselves of the option to declare dual concentrations. The inter-relatedness of today's problems makes the combining of related disciplines a sensible decision for an undergraduate. The Department of Economics encourages this course of action.

Interdepartmental Concentration in Economics and Mathematics

Requirements

Economics 21, 22, Principles of Economics, is basic to all subsequent work in economics and should be taken no later than the second year by all students considering the interdepartmental concentration in economics and mathematics. Students electing this interdepartmental concentration are required to complete the following additional courses:

Economics

Economics 41	Microeconomics
Economics 42	Macroeconomics
Economics 48	Econometrics

Mathematics

Mathematics 30 and 31	Probability and Statistics
Mathematics 10	Calculus I
Mathematics 11	Calculus II
Mathematics 24	Calculus III
Mathematics 22	Linear Algebra

Also required are an independent study requirement of eight semester hours and at least one elective from the economics electives or from Mathematics 41 or 48. In addition, Economics 37 is recommended.

Interdepartmental Concentration in Finance

For details of the requirements for the interdepartmental concentration in finance, see the concentration listed under the Department of Management.

Courses

Ec. 21-1 ; Ec. 22-2 Principles of Economics 4 or 8 sem. hrs.

The basic principles governing the operation of our economy. Introduction to the primary laws of economics through a description of the price system under conditions of free competition, monopoly, and governmental regulation. Problems of money, prices, population, government, finance, depressions, inflation, income distribution, and international trade. Lectures and discussion. *Members of the Department.*

Ec. 34-1 Public Finance 4 sem. hrs.

Prereq. : Ec. 21, 22 or consent of the instructor.

Examination of expenditure and revenue collection at all levels of government, with emphasis on state and local government. Topics include allocation, stabilization, and

redistribution effects of spending and taxing, techniques of analysis and evaluation, review of selected programs, and political implications of the government role in the economy. *Brown*.

Ec. 35-1 Money and Banking 4 sem. hrs.

Prereq. : Ec. 21, 22.

Development of banking and other financial intermediaries, structure of money and capital markets, analysis of factors influencing the supply and demand for funds, and determinants of interest rates in various market segments, with special emphasis on monetary policy. *Branson*.

Ec. 36-2 Economics of Labor 4 sem. hrs.

Prereq. : Ec. 21, 22 or consent of the instructor.

An analysis of the labor market considering trends in employment, wage determination and productivity, the impact of automation, the American labor movement, and collective bargaining under unionism. Special emphasis on the role of women in the labor market and sexual discrimination. In addition, other labor market distortions will be examined with reference to minorities. Analysis of public policy concerning these issues. *Sawtelle*.

Ec. 37-1 Mathematical Economics 4 sem. hrs.

Prereq. : Ec. 21, 22; Math. 10, 11.

Participants will investigate the theory and application of mathematical tools in economics. Topics include optimization techniques, input-output analysis, linear programming, and difference equations. Available computer programs are used for numerical analysis. *Branson*.

Ec. 38-2 United States Foreign Economic Policy 4 sem. hrs.

Prereq. : Ec. 21, 22.

A comprehensive treatment of the relationship of the U.S. economy to the world economy. Topics studied will include tariff and trade policy, policies directed to the "Third World" and the communist countries, international monetary policies, and the role of the dollar. The inter-face of international economics and international politics is also analyzed. *Sherk*.

Ec. 39-1 International Economics 4 sem. hrs.

Prereq. : Ec. 21, 22.

Economic principles underlying foreign trade, showing why trade takes place between countries and the mutual gains from such trade. How goods and services are paid for between nations; the effect of trade on prices and production; the balance of payments and the international monetary system. *Sherk*.

Ec. 41-1 Microeconomics 4 sem. hrs.

Prereq. : Ec. 22.

An intermediate course in the theories and dynamic applications of microeconomics in the following areas: demand and demand elasticity; the production function, cost concepts, and supply; theories of pricing in product markets; and distribution theory. These topics are dynamically integrated through the conventional short-run and long-run equilibrium analysis as applied to the firm, the industry, and the entire economy. Lectures, discussion, and exercise work. *Brown*.

Ec. 42-2 Macroeconomics 4 sem. hrs.

Prereq. : Ec. 21.

An intermediate course in the theory, measurement, and application of national income and employment concepts, with particular attention to the effectiveness of recent fiscal, monetary, and incomes policies in achieving price stability, full employment, and sustained economic growth. *Sawtelle.*

Ec. 43-1 American Economic History 4 sem. hrs.

Prereq. : Ec. 21, 22 or consent of the instructor.

An analysis of growth in the American economy during the nineteenth and twentieth centuries, with emphasis on agrarian expansion, the impact of technological change, monetary and banking reform, the causes and effects of business cycles, and the economic consequences of political conflicts.

[Ec. 44-1 Analysis of American Industry 4 sem. hrs. Not offered in 1973-74.]

Prereq. : Ec. 21, 22.

An examination of the competitive bases of the American economy, focusing on determinants of market structure and conduct. Evaluation of industrial performance, with a view to the social responsibility of business. Examination of government policies toward business (e.g., antitrust), focusing on selected cases. *Brown.*

Ec. 45-1 Economic Development 4 sem. hrs.

Prereq. : Ec. 21, 22.

Stagnation and growth in emerging economies. The relation of natural resources, population, saving, and capital formation to balanced and unbalanced growth in closed and open systems. Special emphasis on the role of private and public enterprises in the planning process. *Sawtelle.*

Ec. 46-2 Comparative Economic Systems 4 sem. hrs.

Prereq. : Ec. 21, 22.

The historical context of American capitalism, and the validity of our "principles of economics" as a tool for understanding different economic systems, including market-socialism and the Soviet command economy. The economic systems of Japan and China will also be examined. *Sherk.*

[Ec. 47-2 History of Economic Thought 4 sem. hrs. Not offered in 1973-74.]

Prereq. : Ec. 21, 22.

A topical and chronological survey of the various schools of economic thought, including the pre-Classical, Physiocratic, Austrian, neo-Classical, Institutional, Socialist, Keynesian, and neo-Keynesian, with special emphasis on the significance of these schools in their application to current economic problems.

Ec. 48-2 Econometrics 4 sem. hrs.

Prereq. : Ec. 21, 22, Math. 10, 11, 22; Math. 30, 31, or 01 or consent of the instructor.

The study of economic model building and estimation with special emphasis on the assumptions behind the models: how to test for their validity and correct problems concerning them. *Branson.*

Ec. 49-1 Urban Economics 4 sem. hrs.

Prereq. : Ec. 21, 22 or consent of the instructor.

Economic analysis of urban areas, considering the spatial form of the city, optimal land use patterns, growth, and renewal. Particular emphasis will be placed on the examina-

tion of current public policies related to transportation, housing, the provision and financing of public services, and the development of human resources through education and employment. *Sawtelle*.

Ec. 50-0 Economic Research Seminar 8 sem. hrs.

Prereq.: consent of the Department.

This seminar satisfies the independent study requirement of the economics concentrator. Students may engage in independent projects away from the campus and then give a written and oral report on the project to the members of the seminar. In addition, members of the Department and outside faculty members will report on their own research. *Sherk*.

Ec. 51-2 Urban Economics Seminar 4 sem. hrs.

Prereq.: Ec. 49 or consent of the instructor.

Historical and geographical overview of cities, alternative theoretical conceptions of the urban and regional economy. Detailed analysis of selected problems in the areas of government and planning, human resources (e.g., education, income redistribution), and urban land use (e.g., transportation systems, housing). Students will examine in detail a problem of their choice confronting a Boston-area government. *Brown*.

Ec. 56-2 Urban Housing - Its Social and Economic Aspects 4 sem. hrs.

Examination of social and economic aspects of housing, including patterns of home ownership and expenditure by income level and race, operation of housing markets and housing finance institutions, dimensions of the housing problem in the United States and other countries, types of government programs designed to alleviate housing problems, and the effects of economic stabilization policies on the housing sector. In addition, speakers from the community will be invited and several field trips will be made. Approaches to handling practical problems of housing will also be discussed. *Brown*.

Ec. 60-1, 2 Directed Study: Readings and Research 4 sem. hrs.

Prereq.: consent of the Department.

Members of the Department.

Ec. 70-1, 2 Internship Programs Up to 16 sem. hrs.

Prereq.: consent of the Department.

This program is designed to provide on-the-job experience with various private and governmental institutions, agencies, and firms in the areas related to the academic background and interests of individual students. Normally the student will have completed all other course requirements prior to an internship.

Faculty

Donald Ross Sherk, Ph.D. *Professor of Economics and Chairman of the Department of Economics*

Barbara Ann Sawtelle, A.B. *Assistant Professor of Economics*

Christine H. Branson, M.A. *Instructor in Economics*

Eric S. Brown, A.B. *Instructor in Economics*

Ruth O. Hirsch, A.B. *Secretary for the Departments of American Studies, Economics, Government, and History*

Evelyn Harker, S.B. *Secretary for the Departments of American Studies, Economics, Government, and History*

Department of Education

The Department of Education offers graduate and undergraduate programs for those who wish to work with children and adolescents on the pre-school, elementary, or secondary school level. For a description of graduate programs, see the listing for the Master of Arts in Teaching and Master of Science in Home Economics Education. The Department offers undergraduate programs in the following areas:

- 1. Child Development and Early Childhood Education
- 2. Elementary Education (including a special program for the teaching of the retarded)
- 3. Secondary Education (in major liberal arts subjects, as well as home economics and art.)

Education Department programs combine a professional program, *and* either a) a core concentration, in several subject areas (details outlined below), or b) a full concentration or an interdepartmental concentration in the subject matter to be taught. The requirements for teacher certification in the Commonwealth of Massachusetts and in most other states are met by the program in education.

The professional program is selected from Departmental offerings which are divided into three broad areas: I. The School and Its Social Foundations; II. Psychology and Human Development; and III. Methods, Materials, and Curriculum. Students are usually required to complete at least one course in each of these areas. In addition, student teaching and a Departmental seminar, Education 90, are required. Thus the professional program usually involves:

- Education 90
- Area I (at least one course)
- Area II (at least one course)
- Area III (at least one course)
- Student Teaching (16 semester hours)
- Total: At least 32 semester hours in education.

Available Concentrations. The professional program in education is elected in conjunction with a subject area program. In secondary education (except for home economics) the subject area program is a *full concentration* in a subject such as English, one of the social sciences, or foreign languages. In elementary education, the subject area program may be a full concentration in a subject; it may also be a *core concentration*, which combines offerings in two or more areas. Early childhood education presently offers the option of its own core concentration, as does home economics education. Thus, each field of study involves a professional program, usually not less than 32 semester hours, combined with *either* a full subject major or a core concentration of 32 to 40 semester hours.

Secondary Education. The professional program in secondary education with the exception of home economics must be combined with a departmental concentration in art, English, French, Spanish, history, a social science, chemistry, biology, physics, or mathematics, or with an interdepartmental concentration such as American Studies. The requirements for each of these concentrations are stated elsewhere in the catalog under the appropriate department. Special arrangements for individual students may be made with the approval of the chairman of the Department of Education and the cooperating department of concentration. Within the professional program, the student, with the help of her adviser, selects the appropriate section of Education 90, and the appropriate course or courses from Areas I, II, and III in the Education Department offerings, plus student teaching. Those interested in home economics education should refer to the special descriptions below.

Elementary Education. I. *Professional program with a full subject area concentration.* Students may choose a professional program (see explanation above) in elementary education in the same manner as do those in secondary education: that is, they may combine a professional program of at least 32 semester hours in education (although 36 semester hours are generally recommended) with a full concentration in a subject field such as English, psychology, history, biology, or sociology. II. *Professional Program with a core concentration.* For those students who do not choose a full concentration in another subject field, a core concentration administered by the Education Department may be elected. The core concentration combines studies from other departments into a program of from 36 to 40 hours, and is taken *in addition* to the professional program. Thus, those who do not elect a full concentration in conjunction with a professional program instead elect, *with* the professional program, a core concentration (36-40 semester hours) which combines other subject fields and is administered by the Education Department.

Choice of Core Concentrations: Elementary Education Only

A) **English-Social Studies:** 40 semester hour total. 24 semester hours selected from English, 16 semester hours from social studies, or the reverse. Within this program eight semester hours must be selected in each field from American Studies (American history and literature courses).

B) **Mathematics-Science:** 36 semester hours total.

Requirements:

Mathematics 10, 11, Calculus I, II

Mathematics 02, Finite Mathematics

Biology: at least eight semester hours

One of the following:

Chemistry 11, 12, Introductory Chemistry

Chemistry 13, 14, Principles of Chemistry, Chemistry of the Covalent Bond

Physics 10, 11, Introductory Physics

Physics 12, 13, Fundamentals of Physics

Electives:

Math or Science: eight semester hours

C) **Special Core Concentration** for those interested in other combinations, in-

cluding art and music: no fewer than 40 hours to be defined in consultation with Education Department adviser.

D) Special Core Concentration for Teaching Retarded Children.

Requirements: 24 semester hours, as follows:

Education 180, Methods of Teaching the Retarded Child

Psychology 41, Principles of Psychological Measurement

Educational Psychology 130, Psychology of the Subnormal (Mentally Retarded) Child

One of the following:

Home Economics 20, Clothing and Design

Nutrition 101, Introduction to Foods

Education 181, Methods of Teaching Arts and Crafts

If there are any remaining credits needed to fulfill the 24 semester hour requirement, they may be taken from among the courses listed below. If two of these courses are taken, however, they cannot both be chosen from the same group:

Group A: Psychology 42, Seminar in Clinical Psychology I *or*
Psychology 43, Seminar in Clinical Psychology II

Group B: Psychology 53, Individual Intelligence Testing

Group C: Educational Psychology 132, Psychology of the Unadjusted (Emotionally Disturbed) Child *or*
Psychology 37, The Language of Abnormal Behavior

Note: Students in this program will meet the student teaching requirement with Education 72 (Student Teaching: Elementary Education and the Retarded). Education 72 involves seven weeks in a regular classroom plus eight weeks in a classroom for retarded children.

Home Economics Education is designed for those who are interested in the field of child and family studies, consumer education, and other aspects of home economics in preparation for careers in teaching and related fields, and involves both the professional program and a core concentration. The professional program in this field includes:

Education 90, Departmental Seminar

Area I: Elective

Area II: Psychology 35, Developmental Psychology, or Psychology 48 *and* 49, Developmental Psychology II and III

Area III: Education 175, Curriculum and Methods in the Teaching of Nutrition and Home Economics

Education 79, Student Teaching in Home Economics (eight semester hours)
or

Education 80, Student Teaching in Home Economics (16 semester hours)

Students interested in combining student teaching in home economics education with a field experience in consumer education should consult Mrs. Gawne.

The core concentration includes:

Education 137, Family Relations

Psychology 35, Developmental Psychology

Nutrition 101, Introduction to Foods

Nutrition 111, Introduction to Nutrition

Nutrition 121, Consumer Education

Home Economics 20, Clothing and Design

Home Economics 34, Home Management

Elective from psychology or sociology approved by adviser.

Additional courses in home economics may be required for certification in states other than Massachusetts.

The Combined Home Economics Education and Early Childhood Education

concentration is for those who wish to teach child and family studies in secondary schools and use pre-schools for instructional purposes. These students elect Education 108 in Area I, and add Education 138 and Education 69 to the above program.

Early Childhood Education is an area designed for those interested in organizing and implementing child care programs (such as for nursery school, day care, and hospital play programs).

The professional program includes the following courses:

Education 90, Departmental Seminar

Area I Education 108, Issues and Origins of Early Childhood Education

Area II Psychology 35, Developmental Psychology, or Psychology 48 and 49, Developmental Psychology II and III

Area III Education 138, Methods and Materials in Early Childhood Education
Education 69, Student Teaching in Early Childhood Education (eight semester hours)

The core concentration involves 32 semester hours of additional courses and may be fulfilled in the following ways:

- A) In combination with a child development concentration offered by the Psychology Department
- B) In combination with elementary education or home economics education (see above for specific requirements)
- C) Full concentration in subject field other than psychology
- D) Supplemental Professional Program:
32 credits in courses which support the professional program and offer depth in an area of interest (see adviser for recommended courses).

Combined Early Childhood Education and Elementary Education concentration. A combined concentration may be elected for those wishing to work with children on the pre-school level as well as the early school years. Education 164 or 165, The Teaching of Reading; Education 167, The Teaching of Mathematics and Sciences; Education 152, The Nature of Classroom Teaching and the Social Studies Curriculum; and Education 161, Curriculum and Methods in the Elementary School Teaching of Art, Music, and Physical Education, are usually added to the regular professional program in early childhood education. A core concentration of 24 semester hours is defined in consultation with the adviser. Education 71-2 (16 semester hours), which combines elementary

and pre-school teaching over a 17-week span, may be elected as an alternative to student teaching in *both* Education 69 and Education 70. Consult adviser.

Integrated Concurrent Bachelor's-Master of Arts in Teaching Curriculum. This curriculum can be completed in five years or less, depending on whether or not the student has Advanced Placement credit and carries five courses part of the time. Programs in the integrated curriculum will be individually arranged, and for the purposes of effective planning, students should declare their intention to enter the program no later than first semester of their junior year. The degrees shall be awarded concurrently and after completion of all requirements for the MAT.

Requirements. The integrated bachelor's-master's curriculum will require a total of 164 semester hours of work (to which certain Advanced Placement credit may apply). All course requirements for both the bachelor's degree and the MAT must be met.

Courses

Courses numbered 60-80 are field work, individual study, and undergraduate student teaching. Courses numbered 100-129 are in Area I, The School and Its Social Foundations. Courses numbered 130-149 are in Area II, Psychology and Human Development. Courses numbered 150-179 are in Area III, Methods, Materials, and Curriculum. Education 90 is the Departmental seminar. All courses numbered over 200 are for graduate students in the master's program; undergraduates may enroll only with Departmental permission. Courses numbered in the 100's with 200's in parentheses [e.g., 101-1 (201)] are primarily for undergraduates, although graduate students may also elect them.

Ed. 90 Departmental Seminar 4 sem. hrs.

Required of all students enrolled in the education program. Examines selected issues in teaching, as well as those issues arising out of the relationship between what is learned in college and what is taught in schools. Particular reference will be made to the problems of implementing academic objectives in the context of public schools. Time of election to be determined with the adviser. *Members of the Department.*

Field Work, Individual Study, and Student Teaching

All student teaching will take place within the greater Boston area.

Ed. 60-1, 2 Individual Study 4 sem. hrs.

By arrangement with individual members of the Department.

Ed. 69-1, 2 Student Teaching: Early Childhood Education 8 sem. hrs.

Prereq.: Ed. 138 and consent of the instructor.

Observation and teaching experience in early childhood programs; communicating with young children and handling individual and group problems. Teaching experience arranged, according to the special interests of students, in the Simmons College Child Study Center, day-care centers, hospitals, and other schools. Seminar accompanies student teaching. *Heller.*

Ed. 70-1, 2 Student Teaching: Elementary Education 16 sem. hrs.

Prereq.: consent of the Department.

Each student is assigned teaching responsibilities, under supervision, in one of the elementary schools in the Metropolitan Boston area. *Members of the Department.*

Ed. 71-2 Student Teaching: Early Childhood and Elementary Education 16 sem. hrs.
Prereq.: consent of the Department.

Ed. 72-2 Student Teaching: Elementary Education and the Retarded Child 16 sem. hrs.
Prereq.: consent of the Department.

The student is assigned substantial student teaching in both a regular classroom and one for retarded children. *Members of the Department.*

Ed. 75-1, 2 Field Work and Seminar: The Schools and the Urban Child 4 sem. hrs.
A course open to all Simmons students interested in gaining a better understanding of the organizations and institutions which structure the academic experiences of Boston public school children. *Noble.*

Ed. 76-1, 2 Student Teaching: Secondary Education 16 sem. hrs.
Prereq.: consent of the Department.

Each student assumes full responsibility, under supervision, for the teaching of at least one secondary school class in her subject-matter field for the entire semester. *Members of the Department.*

Ed. 77-2 (287) Student Teaching: Elementary and Secondary Education 16 sem. hrs.
Prereq.: permission of the Chairman of the Department.

Each student is assigned teaching responsibilities, under a supervisor, sequentially, in elementary and secondary school classrooms. *Members of the Department.*

Ed. 78-1, 2 Seminar or Field Work in Elementary or Secondary Education 16 sem. hrs.
Enrollment: limited.

Special emphasis on alternative career choices in education. *Members of the Department.*

Ed. 79 Student Teaching in Home Economics 8 sem. hrs.
Prereq.: consent of the Department.

Full-time teaching for eight weeks or half-time for a semester in elementary, junior and/or senior high schools in the greater Boston area. Planning and guiding learning experiences for boys and girls in child study, family relations, consumer education, home management, clothing, textile arts, and foods and nutrition. Cost of transportation to cooperating centers, approximately \$75. *Gawne.*

Ed. 80 Student Teaching in Home Economics 16 sem. hrs.
See description for *Education 79.*

Ed. 280-1, 2 Student Teaching: Elementary Education (Graduate) 12 sem. hrs.
See description for *Education 70. Members of the Department.*

Ed. 286-1, 2 Student Teaching: Secondary Education (Graduate) 12 sem. hrs.
See description for *Education 76. Members of the Department.*

Ed. 287-2 Student Teaching: Elementary and Secondary Education (Graduate) 12 sem. hrs.

See description for *Education 77. Members of the Department.*

Ed. 284-2 Student Teaching: Urban Elementary Teaching Program (Graduate)

6 sem. hrs.

Under supervision, students assume responsibility for teaching elementary school classes, which provides them with opportunities to employ some of the techniques learned in previous courses. *Rawlins*.

Ed. 285-2 Professional Seminar: Urban Elementary Teaching Program (Graduate)

2 sem. hrs.

Discussion of students' classroom experiences. Concentration on a final summarized integration of the learning experience, to provide opportunity for group evaluation of the program and of members' own participation in it. *Rawlins*.

[Psych. 243S Field Work: The Inner City No credit Not offered summer 1974.]

Summer Only.

A sustained exposure of students to inner-city life. Placement at social agencies, recreational facilities, and other settings that bring them into contact with families and children of the inner city.

Ed. 288-1, 2 Seminar or Field Work in Elementary or Secondary Education (Graduate)

12 Sem. hrs.

Enrollment: limited.

See description for *Education 78. Members of the Department*.

Area I: The School and Its Social Foundations

Ed. 105 (205)-1, 2 Philosophy of Education 4 sem. hrs.

In small open discussion groups, students choose and learn about different aspects of the broad field of education, and thus move toward formulating a philosophy of their own consistent with their style of teaching and learning. Individual project. *Smith*.

Ed. 107 (207)-1 History of American Education 4 sem. hrs.

How have previous Americans transmitted culture from one generation to the next? Consideration of changing roles of schools in American society; of developing views of the child, the citizen, and democracy; and of resulting social and intellectual influence on educational policies and practices. Emphasis on individual projects and reports. *K. Lyman*.

Ed. 108-2 Issues in Early Childhood Education 4 sem. hrs.

A critical evaluation of existing programs for young children in regard to philosophy, facilities, teaching styles, and program management. Weekly seminar on individual observations made in programs in the area: Montessori, day care, Headstart, schools for the handicapped, suburban and urban schools. *Heller*.

Ed. 109 (209)-1, 2 Contemporary Issues in the American School and Society 4 sem. hrs.

An examination of the responsibilities of American education in a rapidly changing society. Conducted primarily by means of case studies. Investigation of a current case during last half of the semester. Designed for those who are not enrolled in education programs as well as for those who are. *Noble*.

Ed. 111 (211)-1, 2 Education and Public Policy 4 sem. hrs.

Examines the relationship between the social and educational problems of America, newer ideas in education, and the nature of and priorities for public educational policy. Students evaluate current national policy in light of such materials as the Coleman

Report, recent court decisions, and the research of Kohlberg, Jensen, and Clark. *Robinson.*

[Ed. 113 (213)-1, 2 Seminar and Practicum in Curriculum Development 4 sem. hrs. Not offered in 1973-74.]

Enrollment: limited to seniors and graduate students in education, by arrangement with the instructor.

A course designed to consider alternative definitions and uses of classroom materials. Students will be attached to schools or to independent curriculum planning agencies to participate in development of teaching materials. *Robinson.*

[Ed. 114 (254)-1 The Teaching of Afro-American and Other Ethnic Groups 4 sem. hrs.

A course intended to sensitize prospective teachers to methods and attitudes in approaching black children in an urban setting, and to promote a better understanding and appreciation of various subcultures. *Rawlins.*

[Ed. 201 (101)-1 Our Urban Society: An American Imperative 4 sem. hrs. Not offered in 1973-74.]

An extensive orientation to prevailing views held at local, state, and federal levels with respect to the inner city.

Ed. 203 (103)-2 The Urban School Community 4 sem. hrs.

A study of the hierarchy of school administration—its influence upon program and curriculum development and upon teacher functioning and attitudes; consideration of community attitudes toward education; and parent-school interaction. *Hadley.*

The following courses are usually offered in the summer program:

Ed. 206S (106S) Historical and Philosophical Backgrounds of Education 4 sem. hrs. *Smith.*

Ed. 211S (111S) Social Foundations: Education and Public Policy 4 sem. hrs. *Robinson.*

Area II: Psychology and Human Development

Note: Some of the courses which may be chosen to fulfill the Departmental requirement in this area are described under the offerings of the Psychology Department. They are:

Psychology 35 Developmental Psychology

Psychology 36 Psychology of Adolescence

(Psychology 20 is prerequisite to both of these courses.)

For students in the program for teaching retarded children, Educational Psychology 130-1 (230-1) is required.

Ed. Psych. 130 (230)-1 Psychology of the Subnormal (Mentally Retarded) Child 4 sem. hrs.

An historical survey of the concept of mental retardation. Physiological and developmental factors which form the basis of mental retardation will be considered. Special attention will be given to the emotional and educational implications of mental retardation. *Budoff, Gottlieb.*

Ed. Psych. 132 (232)-2 Psychology of the Unadjusted (Emotionally Disturbed) Child 4 sem. hrs.

Survey of the concept of emotional disturbances in childhood. Physiological and psy-

chosocial approaches to the etiology of emotional disturbances in childhood will be considered. Special attention will be given to the psychotherapeutic and educational implications of emotional disturbances in childhood. *Gordetsky.*

[**Ed. Psych. 135-1, 2 Child and Adolescent Growth and Development 4 sem. hrs.** Not offered in 1973-74.]

Prereq. or concurrent: Psych. 20.

The development of the child from conception through adolescence. The significance of physical, social, emotional, and intellectual growth and development, and the importance of early events, in the development of a mature personality. Experience with young children provided by observation in the Simmons College Child Study Center. *Heller.*

Ed. 137-1 Family Relations 4 sem. hrs.

Partial fulfillment of Home Economics Education Area II Requirement. Open to others as a non-area elective.

Introduction to contemporary cross-culture family study, characteristics of the American family today, challenges and problems of various family developmental stages with special emphasis on factors basic to successful family living. *Gawne.*

The following courses are usually offered in the summer:

[**Psych. 241S Developmental Psychology: A Psycho-Social Portrayal of the City Child 4 sem. hrs.** Not offered summer 1974.]

Summer only.

[**Psych. 242S Educational Psychology: Reaching the Unreachables 4 sem. hrs.** Not offered summer 1974.]

Summer only.

[**Psych. 243S Field Work: The Inner City No credit** Not offered summer 1974.]

Summer only.

A sustained exposure of students to inner-city life. Placement in social agencies, recreational facilities, and other settings that bring them into contact with families and children of the inner city.

Ed. Psych. 245S Educational Psychology 4 sem. hrs.

Summer only.

A study of the implications of psychology for teaching children and adolescents. Special emphasis is placed on cognitive-developmental psychology. Readings include Piaget, Jones, Erikson, and Bettelheim. *Goldenberg.*

Area III: Methods, Materials, and Curriculum

[**Ed. 113-1, 2 Seminar and Practicum in Curriculum Development 4 sem. hrs.** Not offered in 1973-74.]

See course description under Area I, The School and Its Social Foundations. *Robinson.*

Ed. 138-1 Early Childhood Program; Methods and Materials 4 sem. hrs.

Prereq.: Psych. 35 or Psych 48 and 49, and consent of the instructor.

Principles of program planning for young children. Planning, preparation, and evaluation of materials—graphic and plastic arts, music, science and nature, literature, crea-

tive dramatics, play equipment—and an understanding of how these media contribute to a child's growing awareness of his environment and to his continued development. Experience with young children provided by observation and participation in the Simmons College Child Study Center or other field experience. *Heller*.

Ed. 152-2 The Nature of Elementary Classroom Teaching and the Social Studies

Curriculum 2 sem. hrs.

Usually elected with Ed. 161.

Problems and procedures in the elementary school, including planning lessons and units, using materials, and providing for the individual or group. Specific attention to social studies. The students will be expected to have available a full morning or day for regular visits to a school for classroom observations. *Weinberg*.

Ed. 252-1 The Nature of Elementary Classroom Teaching and the Social Studies

Curriculum 4 sem. hrs.

See description for *Education 152*. *Weinberg*.

Ed. 256 (156)-1 The Nature of Classroom Teaching: The Impact of Urban Life on the Classroom Setting 4 sem. hrs.

The history and philosophy of education, of teaching methods, and the use of materials in teaching and lesson-plan development. Teaching methods and lesson-plan development taught as applied to urban teaching. *Rawlins*.

Ed. 161-2 Curriculum and Methods in the Elementary School Teaching of Art, Music, and Physical Education 2 sem. hrs.

Usually elected with Ed. 152.

Instructional materials and the specific content, problems, and procedures in the teaching of art, music, and physical education in the elementary schools. *Feinberg, Langstaff, Hardy*.

Ed. 162 (262)-0 Methods of Teaching Art in Elementary and Secondary Schools 8 sem. hrs.

Studio application of parent disciplines of studio art to teaching. Theory and practice in curriculum construction based on theories of art education. Special projects related to work in differing ethnic cultures with retarded or disturbed children. Majors in special education will work on appropriate projects and with appropriate children in laboratory settings. Readings include theory, research, government sponsored projects. *Hurwitz*.

Ed. 164 (264)-1, 2 Curriculum and Methods in the Elementary School Teaching of Reading, Learning Disabilities, and Language Arts 4 sem. hrs.

Instructional procedures and the specific content, materials, and problems in the teaching of reading (including learning disabilities) and language arts in the elementary school. *Weinberg*.

Ed. 165 (265)-1 Curriculum and Methods in the Elementary School Teaching of Reading, Language Arts, and Social Studies: Speaking the Inner-City Child's Language 4 sem. hrs.

Instructional procedures and the specific content, materials, and problems in the teaching of elementary (grades one to six) reading, language arts, and social studies for the inner-city child. Special emphasis will be placed on the origins and problems of dialect, concept-development, and limitations in verbal facility. *Howe*.

Ed. 166 (266)-1, 2 Children's Literature 4 sem. hrs.

A survey of children's literature with emphasis on various modes of evoking responses in children. The effects of literature in the development of the affective and moral nature of the child will be a central concern of the course. *Harrison.*

Ed. 167 (267)-1, 2 Curriculum and Methods in the Elementary School Teaching of Mathematics and Science 4 sem. hrs.

Enrollment limited to upperclassmen or graduate students in the Dept. of Education concentrating in elem. ed.

Children in open classrooms develop scientific thinking and mathematical literacy through laboratory work with concrete materials; the course will use the same approach. In addition, each student will do some responsible work, usually with children, to study how children learn. *Goldenberg.*

Ed. 169-1, 2 Open Education: Theories and Practices 4 sem. hrs.

Combines specific and on-site work in the organization and development of teaching practices and materials in the open classroom with academic reflection on the theoretical underpinnings of "open" education. Enrollment required in two workshops sponsored by the Greater Boston Teachers' Center; seminar once a week at Simmons; four and one-half total hours per week. Lab fee \$15.

Ed. 170-2 Curriculum and Methods in the Secondary School Teaching of English 4 sem. hrs.

Enrollment: limited to upperclassmen or graduate students.

Consideration of basic issues in the teaching of English on the secondary level: selection and justification of content; models of curriculum design; preparation of lesson plans and units. Observing and assisting in secondary schools will be an important part of the course. *Levi.*

Ed. 270-1 The Teaching of English (Secondary School) 4 sem. hrs.

See description of *Education 170. Levi.*

Ed. 172-1 (Ed. 272-1) Curriculum and Methods in the Secondary School Teaching of Modern Languages 4 sem. hrs.

Enrollment: limited to graduate students or upperclassmen following the specialization in the secondary school teaching of modern language.

The actual instructional materials and the specific problems and procedures in the secondary school teaching of modern language. Experience in constructing lesson plans and units. Problems of teaching modern language at various grade levels, in the various curriculum divisions, and to students of varying abilities. *Lewis.*

[Ed. 273-2 The Teaching of Spanish (Secondary School) 4 sem. hrs. Not offered in 1973-74.]

Enrollment: limited to MAT students in Spanish. Undergraduates by special Departmental permission only.

The actual instructional materials and the specific problems and procedures in the secondary school teaching of Spanish.

Ed. 174-2 Curriculum and Methods in the Secondary School Teaching of Social Studies and History 4 sem. hrs.

Introduction to instructional materials and techniques for teaching the social sciences (economics, government, psychology, and sociology) and history. Emphasis on selec-

tion and justification of content, construction of lesson plans, tests, and units as well as integration of theoretical issues with field work in secondary schools. *K. Lyman.*

Ed. 274-1 The Teaching of Social Studies and History (Secondary School) 4 sem. hrs.

Enrollment: limited to MAT students in the social sciences or history.

Consideration of major pedagogical issues in social studies and history. Specific attention to selection and justification of content, to innovative curricula and experimental methods, and to identifying and responding to the varying needs of students. Extensive field work as a teacher's aide. *K. Lyman.*

Ed. 175-2 (275) Curriculum and Methods in the Teaching of Nutrition and Home Economics 4 sem. hrs.

Selection, organization, guidance, and evaluation of learning experiences in the teaching of nutrition and home economics in secondary schools and community agencies. Observations in local schools and other educational institutions. *Gawne.*

Ed. 176 (276)-1 Curriculum and Methods in the Teaching of Secondary School Science 4 sem. hrs.

An introduction to secondary school science teaching; its specific problems, instructional materials, and teaching techniques. An important component of the course will be observations of science classes in the schools. *Fischer.*

Ed. 178 (278)-2 Curriculum and Methods in the Secondary School Teaching of Mathematics 4 sem. hrs.

Enrollment: limited to students following the specialization in the secondary school teaching of mathematics.

Instructional materials and the specific problems and procedures in the secondary school teaching of science and mathematics. Experience in constructing lesson plans and units. Problems of teaching science and mathematics at various grade levels, in the various curriculum divisions, and to students of varying abilities. *Caruso.*

Ed. 180-1 Methods of Teaching the Retarded Child 4 sem. hrs.

Prereq.: Psych. 35.

Problems and procedures in teaching the retarded child, both trainable and educable, with special attention to differences between methods and materials appropriate to normal, trainable, and educable classrooms. The student will be expected to have available a full morning for regular visits to a school for classroom observations. *MacArthur.*

Ed. 181-0 Methods of Teaching Arts and Crafts 8 sem. hrs.

See course description under *Education 162. A. Hurwitz.*

The following courses are usually offered in the summer program:

Ed. 151S TV As An Educational Tool 4 sem. hrs.

An exploration of TV as an educational tool in a variety of settings. Students will be expected to create a 10-minute tape. *Noble.*

Ed. 250S Bilingualism—Its Philosophy and Practice 4 sem. hrs.

English as a second language: techniques, classroom materials. *Rogal.*

Ed. 264S (164S) Curriculum and Methods in the Elementary School Teaching of Reading, Learning Disabilities, and Language Arts 4 sem. hrs.

Weinberg.

Graduate Programs Leading to a Master's Degree

The Plan of Study for the MAT Degree

The MAT programs require 36 semester hours of course work which may be completed in one summer session and one academic year. In the first semester of the regular academic year, students will normally take 16 semester hours of course work. In the second semester, they will be placed in schools as apprentice teachers. Students normally enter the program in late June, although by arrangement they may also begin in September or January.

The program combines professional and academic courses. A professional course is selected from each of three areas: I. The School and Its Social Foundations; II. Psychology and Human Development; III. Methods, Materials, and Curriculum. In addition, academic and other professional courses are selected to fulfill individual objectives. Student teaching is ordinarily required.

Professional courses may be waived, exclusive of student teaching, if the candidate has had comparable work as an undergraduate. When waivers are allowed, the candidate may take additional courses in his teaching subject or allied subjects. The waiver does not change the requirement of 36 semester hours for the degree.

Waivers of up to eight semester hours toward the 36 semester hours normally required for the degree may be allowed, however, for graduate work completed at another institution, when that work is judged to be appropriate to the candidate's program.

Admission. The applicant must have a baccalaureate degree from an accredited college and must submit scores on the Graduate Record Examinations or the Miller Analogies Test. The undergraduate record must give evidence of high academic achievement in the applicant's prospective teaching subject or subjects.

Preference will be given to full-time students, but part-time students may be admitted provided that they complete the degree requirements within three years of registering as degree candidates.

The Urban Teaching Program is planned with special courses and well-defined relationships with inner-city schools and is offered for those students especially interested in elementary education who can bring to teaching an understanding of the problems and frustrations inherent in the education of urban children.

Curriculum and field-work for this program put primary consideration upon the special educational problems facing inner-city children. Special lectures by community leaders frequently contribute to the program. An effort is made to interweave theoretical considerations closely with community liaison field work and student teaching.

The Elementary Teaching Program is open to candidates who wish to teach in open or traditional classrooms. Individual arrangements combining the elementary program with urban teaching, the teaching of the retarded, or early childhood education may be planned with Departmental permission.

The Secondary Teaching Program is open to candidates who wish to pursue the following teaching specializations: English, French, Spanish, history, psychology, social studies, art, and biology. Programs for teaching chemistry, physics, and mathematics may also be arranged.

The Master of Science in Home Economics Education

The part-time graduate program leading to the degree of Master of Science in home economics education is designed for men and women graduates of accredited colleges who are interested in family and consumer studies and other aspects of home economics education. State certification requirements are met.

The program requires a total of 36 semester hours. The maximum load per summer session is usually eight semester hours. Four to six semester hours may be taken each semester of the academic year, usually in late afternoon courses. In certain circumstances, a heavier load may be arranged.

Up to six semester hours of graduate study may be taken at another accredited institution in home economics or related areas. Preliminary approval for this study should be secured from the student's adviser.

Requirements for the program include both professional education and academic courses. A professional education course is required from each of the four areas:

- I. The School and Its Social Foundations
- II. Psychology and Human Development
- III. Methods, Materials, and Curriculum Development
(Usually Education 350, Current Issues in Home Economics Education, to be taken soon after acceptance for degree candidacy.)
- IV. Seminar and Independent Study in Home Economics Education
(Includes Education 360) taken after completion of 18 semester hours (four to eight semester hours credit).

An additional 16 to 20 semester hours in home economics subject matter and education are required as determined by the student's professional goals, previous preparation, and experience.

All requirements for the degree must be completed in eight years. Students may enroll as unclassified students up to a total of eight semester hours, at which time application as a candidate for a degree or special program is necessary.

Admission. The applicant must have a baccalaureate degree from an accredited college and must have demonstrated academic ability and professional commitment.

Faculty

John Stuart Robinson, Ed.D. *Associate Professor of Education and Chairman of the Department of Education*

Eleanor Jerner Gawne, Ed.D. *Professor of Home Economics Education*

Joel Saul Weinberg, Ed.D. *Professor of Education*

Georgia Theophillis Noble, Ed.M. *Associate Professor of Education*

Lydia Hurd Smith, Ed.D. *Associate Professor of Education*
 Aida Romanoff Levi, M.A.T. *Assistant Professor of Education*
 Kathleen Dunn Lyman, M.A.T. *Assistant Professor of Education*
 Elizabeth B. Rawlins, M.S. *Instructor in Education*
 Ernest Paul Goldenberg, Ed.M. *Instructor in Education*
 Elaine F. Heller, Ed.M. *Instructor in Education*
 Milton Budoff, Ph.D. *Special Instructor in Education*
 George Enrico Caruso, Ed.D. *Special Instructor in Education*
 Lynn Burrows Donaldson, A.B. *Special Instructor in Education*
 Sylvia Gruber Feinberg, Ed.M. *Special Instructor in Education*
 Judith Hummel Fischer, M.A.T. *Special Instructor in Education*
 Patricia McHugh Ford, B.S. *Special Instructor in Education*
 Sharon Gordetsky, M.A. *Special Instructor in Education*
 Jay Gottlieb, Ph.D. *Special Instructor in Education*
 Florence Hadley, M.S. *Special Instructor in Education*
 Jane Hardy, A.B. *Special Instructor in Education*
 Barbara Harrison, Ed.M. *Special Instructor in Education*
 Dora Howe, B.S. *Special Instructor in Education*
 Albert Hurwitz, M.F.A., Ed.D. *Special Instructor in Education*
 Susan Clark Jorgensen, Ed.M. *Special Instructor in Education*
 John Meredith Langstaff, A.B. *Special Instructor in Education*
 Deborah Noyes Lewis, M.A.T. *Special Instructor in Education*
 Gretchen Stabbert MacArthur, B.S. *Special Instructor in Education*
 Hinda Magidson, B.A. *Special Instructor in Education*
 Mary E. Rubel, B.A. *Special Instructor in Education*

Sarah Panarity, B.S. *Secretary for the Department of Education*
 Ann Kuhlke *Secretary for the Department of Education*



Department of English

Concentrations in English, leading to the A.B. degree, are offered either independently or in combination with concentrations in such related areas as history, language, art, communications, or education. Those majoring in English are often intending such a career as teaching, library science, law, editorial work, social work, or an appointment for which a grounding in the humanities is expected. The English concentration provides a wide range of election and can prepare the student for graduate study leading to the Master of Arts, the Master of Arts in Teaching, the Doctor of Arts, or the Ph.D. in English or Comparative Literature. Those who are considering such graduate study should seriously weigh the advantage of taking an honors curriculum in English.

Attention is called to the concentration in American Studies (page 166).

Requirements

36 semester hours which the Department advises should be distributed as follows:

At least eight semester hours of courses dealing with literature from the ancient classics through the Renaissance (Shakespeare and Bible can be considered Renaissance)

At least four semester hours of English literature of the 17th century

At least four semester hours of English literature of the 18th century

At least eight semester hours of English literature of the 19th century

At least four semester hours of American literature of the period before 1900, plus eight semester hours of additional courses elected from those offered by the Department.

Independent study may be substituted for any of the courses offered in required areas.

All students specializing in English are expected to elect in consultation with the Department at least eight semester hours of courses sufficiently advanced to enable the student to satisfy the requirement for independent study, which is allowed in other areas than English.

Recommendations. Students concentrating in English should have a competent reading knowledge of at least one foreign language. At least eight semester hours of a foreign language at or above the intermediate level are expected and at least eight semester hours of history, government, art, music, philosophy, or social science above the level of first-year courses.

Honors in English. Candidates for honors in English are expected to fulfill College requirements as designated on page 37. Honors in English requires of candidates at least 36 semester hours in courses as listed above plus English 65, Directed Study: Senior Thesis. Candidates for honors should elect eight semester hours of foreign language *above* the intermediate level and 20 semes-

ter hours in distribution in a second language, history, government, philosophy, art or music, or the social sciences. Students intending to continue their specialization in English on the graduate level will find it advisable to take an honors program.

Integrated Four-year Curriculum for the Concurrent Bachelor's-Master's Degrees in English

This curriculum is available to students who enter with considerable Advanced Placement credit and thus qualify for an accelerated curriculum to be completed in four years. Adjustments will be necessary on an individual basis depending on the quality and amount of Advanced Placement credit. Other students may wish to take the honors curriculum in English and then proceed to a fifth year here for the Master of Arts degree. In these latter cases, the requirements for the regular master's in English, with appropriate adjustments to the student's undergraduate curriculum, will apply.

Requirements

The integrated bachelor's-master's four-year curriculum will require a total of 160 semester hours of work (towards which certain Advanced Placement pre-matriculation courses may be credited). Upon the satisfactory completion of the requirements the A.B. and the A.M. will be granted at the same time.

The program will be individually arranged under Departmental supervision, but the student will take *no less* than 52 semester hours of courses offered by the Department. The student should include all the areas advised for the A.B. in English, at least 16 semester hours of which must be courses suitable for master's candidates and at least four semester hours of which must be thesis (Directed Study: English 65 or 200). In addition there will be an oral examination on English literature in the area or areas in which the student has specialized.

Candidates should elect *at least* eight semester hours in a foreign language *above* the intermediate level and at least 20 hours of distribution in courses in the humanities so planned as to constitute a minor in such areas as history, art, philosophy, or music.

During the third year the student will elect some area of special interest in which she will do her thesis and take whatever courses seem most directly relevant to this interest. The most appropriate fields for this special interest may be in some period or author or in areas like American Studies, criticism, and the relations between literature and the arts—that is, areas that are suitable in the regular master's curriculum.

Courses

Undergraduates should note that *English 10* or *11* or the equivalent is prerequisite to all other English courses. Registration in 100 courses is limited. Although all advanced courses are available to properly qualified undergraduates, registration of undergraduates in 100 courses requires consent of the instructor. Graduate students may, under advisement, elect any courses needed to supplement or consolidate their undergraduate curriculum, but courses numbered in the 100's are especially suitable for master's candidates.

Eng.10-0 Composition Workshop 8 sem. hrs.

For students whose writing ability may not adequately serve their interests and ambitions. The course includes attentive reading and discussion of selected modern texts, but intensive individual instruction in writing is stressed. A variety of writing projects will be discussed in weekly conferences with the instructor, and in workshop sessions. Instructors encourage imaginative projects but also give thorough attention to skills needed for success in college work. The English Department may recommend the workshop to students whose diagnostic tests indicate they need practice in writing. *Klein, Denniston, Mullen.*

Eng. 11-1, 2 Reading and Writing on Themes of Contemporary Experience 4 sem. hrs., though the Department may require 8 sem. hrs. of this course

For first-year students whose diagnostic tests indicate competence in writing but need for practice in criticism. The course is taught in seminar groups concerned with reading and writing on such topics as Literature and Psychology, Women in Literature: The Problem of Identity, The Death of God and the New Mysticism, The Literature of Minorities, or Great Texts in Relation to the Contemporary Experience. Each student who is registered in this course will, so far as schedule allows, be given an opportunity to choose the topic upon which she will read and write during the semester. *Members of the Department.*

[Eng. 20a-1 American Writers, 1620-1865 4 sem. hrs. Offered in 1974-75.]

Special emphasis on the relationships between American literature and British and Continental literature. Thus, writers like Franklin, Poe, Hawthorne, Melville, Emerson, Thoreau, and Douglas will be compared with such writers as Swift, Voltaire, Baudelaire, Flaubert, Dostoevsky, Carlyle, Mill, Marx, and Kropotkin. *Sterne.*

Eng. 20b-2 American Writers, 1865-1900 4 sem. hrs.

Special emphasis on the relationship between American and British and Continental literature of the late nineteenth and early twentieth century. Writers like Whitman, Dickinson, Twain, Crane, DuBois, James, Dreiser, Chopin, and Henry Adams will be compared with such writers as Swinburne, Christina Rossetti, Tolstoy, Turgenev, Conrad, Zola, D.H. Lawrence, Peguy, and Shaw. *Sterne.*

Eng. 21-0 English Literature of the Nineteenth Century 8 sem. hrs.

Major British writers of the Romantic and Victorian periods. During the first semester, Wordsworth, Coleridge, Keats, Shelley, Byron; during the second, Tennyson, Carlyle, Mill, Browning, and Arnold. Critical papers. Intended as a year course, though either semester may be taken for four semester hours by arrangement with the instructor. *David Perry.*

Eng. 23-1, 2 Critical Writing 4 sem. hrs.

Prereq.: consent of the instructor and a writing sample.

Designed for upperclass students who wish, or need, practice in writing beyond what they have done in *English 10 or 11*. Frequent critical papers based upon a variety of readings in the essay, the novel, drama, and poetry. *Duffy, Demaso.*

Eng. 25-1 American Literature and Thought in the Twentieth Century 4 sem. hrs.

The crisis of identity for the modern American writer, as seen in the autobiographical writings of Henry Adams, F. Scott Fitzgerald, Ernest Hemingway, James Agee, John Steinbeck, James Baldwin, Richard Wright, and Norman Mailer. *Douglas Perry.*

Eng. 26-2 Modern American Fiction 4 sem. hrs.

The novels of major American writers from 1900 to the present, including such authors as Edith Wharton, William Faulkner, Ralph Ellison, Saul Bellow, Bernard Malamud, John Hawkes, Robert Penn Warren, and Nathanael West. *Douglas Perry.*

Eng. 27-2 American Poetry 4 sem. hrs.

A study of major American poets and the process by which the creation of a self precedes the creation of poetry. Attention to figures such as Whitman, Dickinson, Hart Crane, Marianne Moore, Wallace Stevens, William Carlos Williams, Theodore Roethke, and Robert Lowell. *Douglas Perry.*

Eng. 30-2 The Bible 4 sem. hrs.

The major religious and ethical preoccupations of Biblical writers. Intensive study of Old Testament narrative, chronicle, poetry, and prophecy, and of New Testament gospels and letters. *David Perry.*

Eng. 33-1 English Literature and Society in the Age of Donne and Milton 4 sem. hrs.

Discussion of such figures as Donne, Jonson, Bacon, Milton, Hobbes, and Dryden, and of the literary, religious, and philosophic conflicts of the seventeenth century. *Nitchie.*

Eng. 34-2 English Literature and Society in the Age of Enlightenment 4 sem. hrs.

Readings in Dryden, Swift, Pope, Johnson, Boswell, Goldsmith, and other significant eighteenth-century writers illustrating the currents of thought in a cosmopolitan age. Supplementary comment on the general culture of the time. *Bromberg.*

Eng. 35-1 Shakespeare 4 sem. hrs.

Elective for third- and fourth-year students only.

Analysis of major plays, with comment on the theater of Shakespeare's London. *Sypher.*

Eng. 36a-1 The English Novel through Thackeray 4 sem. hrs.

Major English novelists such as Richardson, Fielding, Smollett, Austen, Dickens, and Thackeray. *Freedman.*

Eng. 36b-2 The English Novel from George Eliot 4 sem. hrs.

Major English novelists such as George Eliot, Meredith, Hardy, Virginia Woolf, D.H. Lawrence, and Graham Greene. *Freedman.*

Eng. 37-2 The Modern Continental Novel 4 sem. hrs.

Analysis of novels by Gide, Beckett, Mann, Pavese, Silone, Rilke, Svevo, Grass, and others, with a critical discussion of the thematic and stylistic concerns that link these writers. *Gullette.*

Eng. 39-1 Modern Poetry 4 sem. hrs.

The principal poets from Thomas Hardy to the present, particularly such dominant figures as W.B. Yeats, T.S. Eliot, and W.H. Auden. *Nitchie.*

Eng. 40-2 Tragedy and Comedy 4 sem. hrs.

Tragedies by Aeschylus, Sophocles, Shakespeare, Webster, O'Neill, and Sartre on the themes of vengeance, parricide, and incest. Comedies by Jonson, Beaumont and Fletcher, and Shakespeare: the morality of comedy. Also essays on the two modes, from Aristotle to the present. *Gullette.*

Eng. 41-1 Modern Drama 4 sem. hrs.

Analysis of major modern playwrights and plays drawn from the American, British, and Continental theater, Ibsen through Lowell. An effort is made to relate readings to current performances in the Boston area or to acquire filmed versions. *Manly.*

Eng. 42-2 Introduction to Poetry 4 sem. hrs.

English lyric poetry from Wyatt to the present. Topic for 1973-74: poetry and experience. Attention to such subjects as form, style, and convention in relation to the changing nature of experience. *L'Homme.*

Eng. 44-1 The Drama of Wit and Satire 4 sem. hrs.

The development of taste in English social drama from the Elizabethan comedy of humors through Restoration wit and eighteenth-century sentimental comedy. Readings in such playwrights as Jonson, Wycherley, Dryden, Moliere, Congreve, Goldsmith, and Sheridan. A range of supplementary readings to illuminate backgrounds and trends. *Manly.*

Eng. 50-1, 51-2 Projects in Writing 4 or 8 sem. hrs.

Prereq.: consent of the instructor. Enrollment: limited.

Students who wish to fulfill the requirement for independent study by writing should consult the instructor of this course. They must submit in advance sample manuscripts of their work.

Eng. 50: Study of contemporary poetry. A brief look at the forms, theories, and themes of the '50s and '60s as background. Readings of Mark Strand, Sylvia Plath, James Tate, and Diane Wakoski (as well as others selected in class) and several small magazines to explore the poetic directions and dilemmas of the '70s. *Klein.*

Eng. 51: Workshop discussion of student prose and poetry for the beginning writer. Contemporary fiction and poetry relevant to student work may also be assigned and discussed. *Klein.*

Eng. 55-2 Black Fiction in America 4 sem. hrs.

A study of selected works of twentieth-century black fiction in America. Analysis of the novels will center on the examination of black literary achievements and the nature of the social and political climates which underlie contemporary literature. Writers will include Toomer, Wright, Baldwin, and Ellison. *McKay.*

Eng. 56-1 Modern American Black Poetry and Drama 4 sem. hrs.

A comprehensive study of some of the major themes in black American poetry and drama from 1920 to the present. The course is also designed to examine black literary achievements through the portrayal of the heights and depths of the racial group experience. Writers to be studied include Langston Hughes, Gwendolyn Brooks, Alice Walker, Don L. Lee, Ed Bullins, Douglas Turner Ward, and Adrienne Kennedy. *McKay.*

Eng. 65-0 Directed Study: Senior Thesis 4 sem. hrs.

Members of the Department.

Eng. 80-2 Nineteenth-Century English and Continental Poetry 4 sem. hrs.

Selected texts, chiefly verse, in English, French, and German literature, the last in translation. The complex nature of romanticism, and its relationships to post-Renaissance and modern culture. Short critical papers. *Nitchie.*

[Eng. 87-2 Russian Literature in Translation 4 sem. hrs. Not offered in 1973-74.]

Major Russian authors, including Pushkin, Lermontov, Gogol, Goncharov, Turgenev, Dostoevsky, Tolstoy, and Chekhov. Discussion of intellectual and social backgrounds.

Eng. 89-1 Greek Mythology and Religion 4 sem. hrs.

Prereq.: consent of the instructor. Enrollment: limited.

Analysis of the cults, rituals, and myths pertaining to the major gods and heroes.

Extensive reading in Homer, Greek tragedy, and such works as Hesiod's *Theogony*, Ovid's *Metamorphoses*, Apollonius' *Argonautica*, and the Homeric hymns. *David Perry.*

Eng. 91-1 American Literature and Thought at the Turn of the Twentieth Century 4 sem. hrs.

A study of major works of writers who reflect social and intellectual thought between 1890 and 1910. Included will be such authors as Crane, Dreiser, Wharton, DuBois, and Chesnutt. *McKay.*

Eng. 92-1 The Conflict of Values in Twentieth-Century Literature 4 sem. hrs.

Various 'angles of vision' in modern European and American literature: traditional Christianity, surrealism, social radicalism, existentialism, and absurdism in works by writers like Mauriac, Breton, Malraux, Sartre, Joyce Cary, Brecht, and Ellison. *Sterne.*

Eng. 99-1, 2 Independent Study 4 sem. hrs.

Prereq.: consent of the instructor. Enrollment: limited, with preference given to fourth-year students.

During each semester the English Department offers English concentrators independent study in areas of the student's interest. Those intending independent study should consult well in advance with the instructor offering that area.

Eng. 111-1 Problems in the Contemporary Black Novel in America 4 sem. hrs.

A study of selected major black fiction writers since 1920 to examine the achievements emerging from the black community, and to analyze and assess difficulties facing black writers and the problems of criticism in an area greatly affected by social, cultural, and political prejudices. Writers will include Toomer, Wright, Baldwin, and Ellison. *McKay.*

Eng. 122-0 Problems in English Literature of the Nineteenth Century 8 sem. hrs.

Intensive analysis of certain philosophic, social, and artistic themes in English and Continental writers. Substantial critical reports written after consultation with the instructor. Intended as a year course, though either semester may be taken for four semester hours by arrangement with the instructor. *Sypher.*

Eng. 123-2 English Literature, 1875-1939 4 sem. hrs.

Study of significant works of such writers as Conrad, Yeats, Forster, Joyce, Virginia Woolf, and Eliot. Topics to be considered in 1973-74: Virginia Woolf and Bloomsbury; the pre-war, war, and post-war mentality; religious conversionism and radical politics in the 1930's; symbolism, imagism, and vorticism; the uses of myth. *L'Homme.*

[Eng. 125-1 Romantic Literature 4 sem. hrs. Not offered in 1973-74.]

Intensive study of the five major poets as well as such prose writers as Hazlitt, Lamb, Hunt, and De Quincey. Attention to the modern criticism of these writers.

Eng. 126-1 Realism and Naturalism 4 sem. hrs.

Selected works of such writers as Hardy, Conrad, Bennett, Flaubert, Zola, Ibsen, Chekhov, and Pirandello. Topic for 1973-74: objectivity and the hidden self. Attention to

such subjects as photographic realism; nature and the natural man and woman; art and science; the impressionistic novel; reality as conception; art and society. *L'Homme*.

Eng. 128-1 New Directions in Language Study 4 sem. hrs.

A survey of various theories of language. Examination of theories of English syntax, and some work in history, phonetics, usage, semantics, lexicography, and theories of language acquisition. Some discussion of pedagogical implications of the various theories of grammar for those who are preparing to teach. *Levi*.

Eng. 132-1 Classic American Writers 4 sem. hrs.

Studies in depth, with critical readings, of major nineteenth-century writers (Hawthorne, Melville, Poe, Emerson, and Thoreau) with attention to their contributions to the development of a distinctively American literature. *Douglas Perry*.

Eng. 134-2 Swift, Pope, and Johnson 4 sem. hrs.

Detailed study of the major works of these central figures in the English eighteenth century. *Freedman*.

Eng. 135-1 Shakespeare and His Contemporaries: Tragedy 4 sem. hrs.

Enrollment: limited.

After several weeks of introductory material, class time will be spent analyzing *Hamlet*, *Othello*, *King Lear*, and *Macbeth*. On their own time, students will read and take notes on seven or eight plays by Shakespeare's contemporaries, such as Marlowe's *Dr. Faustus* and *Tamburlaine*, Tourneur's *The Revenger's Tragedy*, and Webster's *The Duchess of Malfi* and *The White Devil*. *David Perry*.

Eng. 140-2 Dramatic Imagination in Modern American Theater 4 sem. hrs.

Examination of some important twentieth-century dramatists through whose work the American theater has come of age. Emphasis will be placed on the ability, integrity, and imagination which have resulted in the skill, vitality, and power to effect a freer form of drama. Included will be O'Neill, Williams, Miller, Albee, and Hansberry. *McKay*.

Eng. 144-2 Shakespeare and His Contemporaries: Comedy 4 sem. hrs.

Enrollment: limited.

About eight of Shakespeare's comedies will be read and analyzed in class, the specific plays to be chosen according to what the class wishes to study. In addition, students will read and take notes on seven or eight plays by Shakespeare's contemporaries, such as Lyly's *Endymion*, Greene's *Friar Bacon and Friar Bungay*, Dekker's *The Shoemaker's Holiday*, and Jonson's *Volpone*. Some of these plays may be discussed in class. *David Perry*.

Eng. 145-1 Chaucer 4 sem. hrs.

The principal works of Chaucer (*Troilus and Criseyde*, *Canterbury Tales*), with some attention to medieval romances, Middle English lyric, and fabliau as these bear on his development and characterize his period. *Manly*.

[Eng. 146-1 The Evolution of Early English Literature 4 sem. hrs. Not offered in 1973-74.]

A study of such texts as *Beowulf*, *Gawain and the Green Knight*, the metrical romances, *Piers Plowman*, the medieval mystery plays, Malory's *Morte d'Arthur*, and early English lyrics. The readings, where possible, are in their Old and Middle English forms. Other readings will illustrate the range of the English literature of the Middle Ages.

Eng. 150-1 Studies in the Novel 4 sem. hrs.

Topic for 1973-74: Tolstoy and Solzhenitsyn. An examination of their roles as novelists and spokesmen for their age, with emphasis on *War and Peace*, *The First Circle*, and *The Cancer Ward*. *Langer*.

Eng. 151-2 Special Topics in Modern Literature: Modern American Gothic 4 sem.hrs.

Study of the convention of the abnormal in modern American literature, with attention to its nineteenth-century origins and its more recent appearance in the work of Truman Capote, William Faulkner, and William Styron. *Douglas Perry*.

Eng. 152-2 Literature and Society 4 sem. hrs.

In 1973-74: A comparative study in seminar of selected works by William Faulkner and Albert Camus in terms of a "Southern Puritan" and a "Mediterranean" sensibility. Ability to read French, while desirable, is not necessary, since the course will use translations of Camus. *Sterne*.

[Eng. 153-1 Special Topics in Modern Literature: The Literature of Atrocity 4 sem.hrs.

Not offered in 1973-74.]

Prereq. : consent of the instructor.

A study of the Holocaust theme in imaginative literature, including consideration of the special aesthetic problems facing writers in this tradition. Works by Elie Wiesel, Ilse Alchinger, Ladislav Fuks, Pierre Gascar, Jerzy Kosinski, Jorge Semprun, Heinrich Boll, Andre Schwarz-Bart, Jakov Lind, and Charlotte Delbo.

Eng. 154-1 Melville 4 sem. hrs.

Prereq. : consent of the instructor.

A study in seminar of major works by one of the greatest American writers. His affinities with Shakespeare, Dickens, Carlyle, Dostoevsky, Conrad, Camus, and Ellison will be explored, as will his relationship to the romantic and symbolist movement. *Sterne*.

Eng. 170-2 Symbolism 4 sem. hrs.

Study of selected works of such writers as Baudelaire, Kierkegaard, Verlaine, Mallarme, Nietzsche, Rilke, Valery, and Stevens. Topic for 1973-74: the quest for authentic being. Attention to such subjects as the imagery of sunlight and darkness, palm trees and snow; the psychology of nostalgia; nature, art, and the interior castle; absence, presence, and concealed meaning. *L'Homme*.

Eng. 171-2 Milton 4 sem. hrs.

Reading and discussion of Milton's English poetry, with collateral reading in the Latin poems, the prose, and the body of Milton criticism. *Nitchie*.

Eng. 175 Special Studies in Literature and Music 4 sem. hrs.

Critical examination of the interrelationships of literature and music in operas by Mozart, Wagner, Bizet, Verdi, with emphasis on textual sources and literary-philosophical background. *Freedman*.

Eng. 176-1 Masterworks of Victorian Fiction 4 sem. hrs.

Types and theories of Victorian fiction as practiced by the Brontes, Dickens, Thackeray, and George Eliot. *Freedman*.

Eng. 181-1 James Joyce 4 sem.hrs.

Close reading of *Dubliners*, *A Portrait of the Artist*, *Ulysses*, and *Finnegans Wake*, and some minor works. Also, consideration of the major critical approaches to Joyce. *Gullette*.

[Eng. 182-1 Modern Anglo-Irish Literature 4 sem. hrs. Not offered in 1973-74.]

Critical reading of fiction, verse, drama, and essays by Yeats, Synge, O'Casey, Joyce, and others. The attempts both to create and to rebel from a tradition of Irish literature. *Gullette*.

Eng. 183-2 Criticism 4 sem. hrs.

An historical and analytical survey of the major Western literary critics from Aristotle to the present. *Freedman*.

Eng. 184-2 Humanism in Greek Literature 4 sem. hrs.

A discussion of the premises and development of the Greek tragic view with its changing meanings of selfhood. Readings in epic, drama, and philosophy. *Sypher*.

Eng. 185-1 Medieval Literature 4 sem. hrs.

Study of selected works of medieval literature, 1100-1400. Topic for 1973-74: Dante and the modern spirit. Attention to the origins of love theory and romance; the changing image of woman and the principle of analogy; the emergence of the modern sense of the individual; and the idea of transhuman regeneration. *L'Homme*.

Eng. 192-2 Soviet Literature in Translation 4 sem. hrs.

Prereq.: consent of the instructor.

Study of major Soviet writers like Gorky, Babel, Zamyatin, Sholokhov, Pilnyak, Fedin Abram Tertz (Andrei Sinyavsky), and Solzhenitsyn. Discussion of intellectual and social backgrounds. *Langer*.

Eng. 200-1, 200-2 Directed Study: Master's Thesis

American St. 190-1 Problems in American History and Literature 4 sem. hrs.

Prereq.: consent of one of the instructors.

An interdisciplinary seminar integrating material from history and literature. The topic for 1973-74: Boston in Transition in the Nineteenth Century. Emphasis on cultural and social developments in the urban center and in neighboring areas like Roxbury and Concord. Architecture, the fine arts, and material culture will be integrated into the course. *Kohlstedt, Sterne*.

Amer. St. 191-2 American Studies Seminar: Literary Vision and the Capitalist Spirit in Post-Civil War America 4 sem. hrs.

Prereq.: consent of the instructor.

Beginning with Whitman's *Democratic Vistas*, the seminar will explore the tensions between the moral and the materialistic in writings by Howells, Twain, Henry James, Henry Adams, Andrew Carnegie, William Graham Sumner, Henry George, Edward Bellamy, and their contemporaries. *Langer*.

Graduate Programs Leading to a Master's Degree

Students interested in applying to master's programs in English should send all correspondence to the Department of English, Simmons College, 300 The Fenway, Boston, Massachusetts 02115.

The Master of Arts

The master's curriculum is designed to provide one year's study that will

supplement and consolidate the student's undergraduate work in literature, and allow some further specialization.

Admission requires a baccalaureate degree from an accredited college or university and a superior undergraduate record. Both men and women are admitted to the program on either a full- or part-time basis. The applicant for admission must submit an official transcript of the undergraduate record, and, at the request of the Department, a statement of purpose in seeking the degree, together with recommendations from three former teachers. An interview may be requested.

Students are admitted to this program in both September and January. It is desirable to apply well in advance of those dates.

The program of study is individually prescribed, the student being permitted to take certain courses in subjects closely adjacent to English *provided* these courses are directly relevant to a coherent plan of graduate work. It is expected that the candidate for the A.M. have competence in a language other than English, this competence being established by the successful completion of at least one course dealing with literary texts in that language. Ordinarily no master's thesis is required, though students may, by directed individual study or in seminars, write a thesis as a substitute for courses they would otherwise take.

The master's degree requires the satisfactory completion of 32 semester hours. The Department advises at least one course in Early English literature or Chaucer or Renaissance unless the student has had the equivalent. The remainder of the program is elected, after consultation, from courses best adapted to the student's needs and interests.

English and American Studies courses numbered in the 100's are especially suitable for master's candidates.

Except by special consent of the Committee on Graduate Studies, no more than eight semester hours of transfer credit for graduate study elsewhere can be allowed toward the master's degree.

The Master of Philosophy

The Master of Philosophy in English offers a year's advanced study of literature beyond the Master of Arts and provides a measure of specialization beyond that degree. Part of each student's schedule centers on some topic, area, period, or genre of personal interest—e.g., the relation of literature to the arts in a certain century, the modern American area, the eighteenth century, or the novel—this focus of interest being declared upon admission to the program. This special study is done individually under the direction of a member of the Departmental faculty. Before the degree is granted, the candidate takes an oral examination in the area or topic of concentration. As in the case of the Master of Arts, the student's total curriculum is arranged after full consultation and with due attention to the needs and purposes of the candidate. Courses in areas auxiliary to English are allowable *provided* they are closely relevant to a coherent plan of graduate study.

Admission to the Master of Philosophy program ordinarily requires the previous completion, with distinction, of a master's degree in English, as well as competence in a foreign language as established by the successful completion of at least one course dealing with the literary texts in that language. Except by special consent of the Committee on Graduate Studies, no more than eight semester hours of transfer credit for graduate study elsewhere can be allowed toward the eight semester courses (32 semester hours) necessary for the Master of Philosophy.

Men as well as women are admitted to the Master of Philosophy program, and part-time study is permissible. The applicant for admission must submit official transcripts of all previous academic records and, at the request of the Department, a statement of purposes in seeking the degree, together with recommendations from former teachers. Students are admitted to this program at the beginning of both the fall and spring semesters, and are asked to apply well in advance.

Faculty

George Wilson Nitchie, Ph.D. *Professor of English and Chairman of the Department of English*

William J. Holmes, Ph.D. *Professor of English*

Richard Clark Sterne, Ph.D. *Professor of English*

Charles Edmund L'Homme, Ph.D. *Professor of English*

Lawrence Lee Langer, Ph.D. *Professor of English*

Richard Freedman, Ph.D. *Associate Professor of English*

David Scott Perry, Ph.D. *Associate Professor of English*

****William Michael Manly, A.M.** *Assistant Professor of English*

David George Gullette, Ph.D. *Assistant Professor of English*

John Douglas Perry, Ph.D. *Assistant Professor of English*

Norman Wendell Klein II, M.F.A. *Assistant Professor of English*

Aida Romanoff Levi, M.A.T. *Assistant Professor of Education*

Nellie Yvonne McKay, A.M. *Assistant Professor of English*

Wylie Sypher, Ph.D., Litt.D., L.H.D. *Lecturer in English*

Jeanne deBrun Duffy, Ph.D. *Instructor in English*

Pamela Starr Bromberg, Ph.D. *Special Instructor in English*

Mary Joan Demaso, A.M. *Special Instructor in English*

Helen B. Hull, A.B. *Special Instructor in English*

Dorothy L. Denniston, B.A. *Teaching Assistant in English*

Jean H. Mullen, A.B. *Teaching Assistant in English*

Frances H. Thompson *Secretary for the Department of English*

****On sabbatical leave, 2nd semester, 1973-74**

Department of Foreign Languages and Literatures

Courses are offered in French, German, Hebrew, Russian, and Spanish, at different levels, to enable the student to strengthen her command of languages already studied or to begin the study of an additional foreign language. These courses are planned so that the student learns to speak and understand, as well as to read and write, with increasing facility and accuracy. As a student becomes familiar with a particular language, an understanding of the nature of language in general is developed. By studying literary works in the original language, students acquire an ability to read with enjoyment and full comprehension. Also, students develop knowledge of the intellectual and social history of the people who speak the language. Moreover, the knowledge and experience obtained in the critical reading of the major works of foreign literature permanently extend the range of a student's resources in the humanities and provide a means and taste for developing them further.

A student may elect courses in a foreign language and literature as part of her liberal education or she may select foreign language as her field of concentration with some career objective in mind. A student may combine the special study of foreign language with diverse fields of concentration in career areas, for example: in the social sciences, in science, or in other fields within the humanities. A concentration in French or Spanish when combined with a concentration in the humanities, social sciences, or management may prepare the student for careers in government service at home or abroad, employment as a translator for publishers or international agencies, technical positions with international business firms, or graduate study. If a student wishes to teach foreign languages in secondary schools, she may combine the concentration in French or Spanish with the appropriate concentration in education. The field of international business offers excellent opportunities for women with a good command of a language who are interested in business and/or management. Because the opportunities are so diverse, the Department strongly recommends that students interested in international business consult with the members of the Foreign Language and Management Departments to plan an individualized program of study.

Students who wish to study or work abroad must achieve competence in all basic language skills. Students planning for further study in graduate school need to acquire reading proficiency in one or more languages to fulfill the requirements of many graduate programs.

Placement of students who have not studied foreign languages at Simmons College is determined on the basis of tests given by the Department.

Concentration in French

Requirements

At least 32 semester hours distributed among the following courses in lan-

guage and literature, to be selected *after consultation with the Departmental adviser*.

French 31, 32	Major French Writers
French 33	Spoken French
French 30, 34	Conversation and Composition
French 35	French Civilization
French 36	Applied Linguistics
French 137	Stylistics
French 140	Advanced Conversation and Composition
French 141	French Literature of the Middle Ages
French 142	French Literature of the Renaissance
French 143	The Theater of the Seventeenth Century: Corneille, Moliere, Racine
French 144	The Age of Enlightenment
French 146	The Nineteenth-Century Novel
French 147	Romantic Poetry and Theater
French 148	Symbolist Poetry
French 149	Modern Poetry and Theater
French 150	The Modern Novel
French 151	Gide, Sartre, Camus
French 152	Literature and Art
French 153	The Age of Masks: A View of the Seventeenth Century
French 170	Seminar: Game, Play, and Celebration in Literature

Recommendations. Proficiency in a second foreign language beyond the intermediate level is strongly recommended for all French majors.

Honors in French. Candidates for honors in French are expected to fulfill College requirements as designated on page 37.

French 65 Directed Study: Senior Thesis

Concentration in Spanish Requirements

At least 32 semester hours distributed among the following courses in language and literature, to be selected *after consultation with the Departmental adviser*.

Spanish 30, 34	Composition and Advanced Conversation
Spanish 31, 32	Literature of the Spanish People
Spanish 33	Spoken Spanish
Spanish 35	The Contemporary Latin-American Novel
Spanish 37	Twentieth-Century Hispanic Drama
Spanish 38	Applied Linguistics
Spanish 142	Spanish Field Work Seminar
Spanish 143	The <i>Picaro</i> as a Figure and Voice of Social Dissent
Spanish 144	Unamuno and Ortega
Spanish 145	General View of Spanish Cultural History
Spanish 146	Hispanic-American Cultural History
Spanish 148	Contemporary Spanish Poetry

Spanish 154 Contemporary Hispanic-American Poetry
Spanish 155 Cervantes

Recommendations. Proficiency in a second modern foreign language beyond the intermediate level is strongly recommended.

Honors in Spanish. Candidates for honors in Spanish are expected to fulfill College requirements as designated on page 37.

Spanish 65 Directed Study: Senior Thesis

Foreign Study Program

Students may be granted credit for the satisfactory completion of a prescribed program in a duly recognized foreign study program provided each individual proposal is recommended by the school or department concerned, and approved by the Subcommittee on Foreign Study and the Administrative Board. Those considering language study should explore the possibilities as early as possible to assure adequate preparation.

Courses

French

Fr. 10-1, 11-2 Elementary French 4 or 8 sem. hrs.

Prereq. : Fr. 11: Fr. 10 or placement by the Department.

Study of the essentials of French syntax, vocabulary, and pronunciation in order to read, speak, and write simple French. *Mamikonian.*

Fr. 20-1, 2 Intermediate French I 4 sem. hrs.

Prereq. : Fr. 11 or placement by the Department.

An intensive review of grammar, oral practice, and reading of modern French texts of graduated difficulty. *Members of the Department.*

Fr. 21-1, 2 Intermediate French II 4 sem. hrs.

Prereq. : Fr. 20 or placement by the Department.

Continuation of *French 20. Members of the Department.*

Fr. 25-1, 26-2 Readings in French Literature 4 or 8 sem. hrs.

Prereq. : Fr. 21 or placement by the Department.

Reading of French literary works taken from different periods, and organized around selected topics. Rapid review of important points in French grammar. *Keane, Mackey.*

Fr. 30-1, 34-2 Conversation and Composition 4 or 8 sem. hrs.

Prereq. : Fr. 21 or consent of the instructor.

Concentration, with individual assistance, upon pronunciation, enunciation, and intonation, and drill in the everyday French idiom to gain facility and correctness of expression. Individualized readings as a basis for oral and written reports on aspects of French civilization. *Geoghegan.*

Fr. 31-1, 32-2 Major French Writers 4 or 8 sem. hrs.

Prereq. : Fr. 25 or placement by the Department.

Intensive reading of masterworks of such figures as Rabelais, Montaigne, Racine, Moliere, Voltaire, Rousseau, Hugo, Stendhal, Balzac, and Baudelaire. Introduction to

the major trends in French literature and thinking from the Middle Ages and Renaissance to the present day. Recommended for students planning to take advanced literature courses. *Lectures and class discussions in French. Members of the Department.*

Fr. 33-1 Spoken French 4 sem. hrs.

Prereq. : consent of the instructor.

Intensive semester course for students of superior aptitude in French language. Two class meetings a week and four hours of individual oral-aural practice in language laboratory. *Newman.*

Fr. 35-2 French Civilization 4 sem. hrs.

Prereq. : Fr. 20 or consent of the instructor.

The role of France in a changing world. Historical, geographical, economic, social, and cultural factors that have shaped the France of today and are preparing the France of tomorrow. *Green.*

Fr. 36-1* Applied Linguistics 4 sem. hrs.

An introduction to the principles of linguistics as related to the teaching of language and an introduction to the historical development of French and Spanish. *Hayward.*

Fr. 65-0 Directed Study: Senior Thesis 4 sem. hrs.

Members of the Department.

Honors Seminar in French

Periodic meetings under the auspices of the Department.

For students who intend to enter graduate school.

[Fr. 137-2 Stylistics 4 sem. hrs. Not offered in 1973-74.]

Prereq. : Fr. 30 or Fr. 34 or consent of the instructor.

Intensive course in elements of style. Composition, translation, and *explication de textes.*

Fr. 140-1 Advanced Composition and Conversation 4 sem. hrs.

Prereq. : Fr. 30 or Fr. 34 or consent of the instructor.

An intensive study of the art of written expression, through frequent exercises in writing narrative and critical prose, combined with oral work designed to assure fluency in the spoken language. *Geoghegan.*

Fr. 141-1 French Literature of the Middle Ages 4 sem. hrs.

Prereq. : Fr. 31, 32 or consent of the instructor.

A study of the genres that dominated French literature between 1100 and 1500, with special emphasis on the *chanson de geste*, the *roman courtois*, lyric poetry, and the theater. *Green.*

[Fr. 142-1 French Literature of the Renaissance 4 sem. hrs. Not offered in 1973-74.]

Prereq. : Fr. 31, 32 or consent of the instructor.

A study of selected themes in Renaissance prose and poetry.

Fr. 143-2 Seventeenth-Century Theater: Corneille, Moliere, Racine 4 sem. hrs.

Prereq. : Fr. 31, 32 or consent of the instructor.

A study of the aesthetics and historical development of seventeenth-century French theater. Emphasis will be on the techniques and dramatic conventions of the major authors. *Montbertrand.*

*Same course as Spanish 38-1.

[Fr. 144-1 The Age of Enlightenment 4 sem. hrs. Not offered in 1973-74.]

Prereq. : Fr. 31, 32 or consent of the instructor.

A chronological study of the *esprit philosophique* of the Enlightenment, together with a study of other currents of eighteenth-century thought and culture, such as sentimentalism, neo-classicism, pre-romanticism. Emphasis on the *conte philosophique* and the emergence of the novel and decline of the theater as literary genres.

Fr. 146-1 The Nineteenth-Century Novel 4 sem. hrs.

Prereq. : Fr. 31, 32 or consent of the instructor.

The development of the novel from pre-romanticism through romanticism, realism, and naturalism. Selected texts from such authors as Chateaubriand, Stendhal, Balzac, Flaubert, les Goncourt, Zola, Hyysmans, and Proust. *McKeen.*

Fr. 147-1 Romantic Poetry and Theater 4 sem. hrs.

Prereq. : Fr. 31, 32 or consent of the instructor.

A thematic and stylistic study of the poetry of Lamartine, Vigny, Hugo, Musset, and Gautier. Attention will also be given to important romantic plays of the period. *Mackey.*

Fr. 148-2 Symbolist Poetry 4 sem. hrs.

Prereq. : Fr. 31, 32 or consent of the instructor.

Intensive study of the poetry of Baudelaire, Rimbaud, and Mallarme. Reference also made to other symbolist and Parnassian poets, including Leconte de Lisle, Nerval, Lautreamont, and Valery. *McKeen.*

[Fr. 149-1 Modern Poetry and Theater 4 sem. hrs. Not offered in 1973-74.]

Prereq. : Fr. 31, 32 or consent of the instructor.

French poets from 1900 to the present such as Apollinaire, Valery, Saint-John Perse, Prevert, Michaux. Twentieth-century playwrights, such as Claudel, Giraudoux, Anouilh, Camus, Montherlant, Sartre, Ionesco, Beckett, Adamov.

Fr. 150-2 The Modern Novel 4 sem. hrs.

Prereq. : Fr. 31, 32 or consent of the instructor.

The main movements in the French novel starting with Proust, including Gide, Bernanos, Mauriac, Sartre, Malraux, and the leading authors of the *nouveau roman* such as Butor, Robbe-Grillet, Sarraute.

[Fr. 151-2 Gide, Sartre, Camus 4 sem. hrs. Not offered in 1973-74.]

Prereq. : Fr. 31, 32 or consent of the instructor.

The major themes of modern French literature and a study of existentialist thought as seen in the works of three authors. Emphasis on the *recits* of Gide, the plays of Sartre, and the novels of Camus.

[Fr. 152-2 Literature and Art: Explication de Textes; Explication de Tableaux 4 sem. hrs. Not offered in 1973-74.]

Prereq. : Fr. 31, 32 and consent of the instructor.

A comparative study of the relationships between literature and the arts in France from six selected epochs.

[Fr. 153-2 The Age of Masks: A View of the Seventeenth Century 4 sem. hrs. Not offered in 1973-74.]

Prereq. : Fr. 31, 32 or consent of the instructor.

A view of mankind as seen by some major seventeenth-century writers with emphasis

on the device of masks in literature and society. The "Moralistes" and great literary movements of the age: a study in contrast.

Fr. 170-2 Seminar: Game, Play, and Celebration in Literature 4 sem. hrs.

Prereq. : Fr. 31, 32 or consent of the instructor.

An investigation of the ways in which the concepts of game, play, and celebration may help us to understand not only the spirit, but also the structure of French literary works. Texts will be chosen from the widest possible range of periods, and will include serious and tragic as well as comic literature; background readings will include such theorists as Huizinga, Caillois, Mikhail Bakhtin, and Harvey Cox. *Keane.*

German

Ger. 10-1, 11-2 Introductory German 4 or 8 sem hrs.

Prereq. : for Ger. 11 : Ger. 10 or placement by the Department.

Intensive oral-aural practice. Study of grammar essentials. Reading of elementary texts. *Harrigan.*

Ger. 20-1 Intermediate German I 4 sem. hrs.

Prereq. : Germ. 11 or placement by the Department.

Continued oral-aural practice. Intensive grammar review. Introduction to German civilization through reading modern texts of graduated difficulty. *Harrigan.*

Ger. 21-2 Intermediate German II 4 sem. hrs.

Prereq. : Ger. 20 or placement by the Department.

Continuation of German 20. *Harrigan.*

Ger. 25-1 Readings in Twentieth-Century Literature 4 sem. hrs.

Prereq. : Ger. 21 or placement by the Department.

Selected readings from literature of both East and West Germany, with a view towards understanding the problems and concerns of modern Germany. Review of grammar, practice in writing and conversation. *Harrigan.*

Ger. 27-2 Modern German Literature in Translation 4 sem. hrs.

A discussion of modern German novel and theater and their function in society; an exploration of the relationship between formalistic and social-critical criteria. Among those discussed: Brecht, Kafka, Mann, Musil, Hesse, Boll, Grass, Uwe Johnson, Peter Weiss, Kipphardt. *Harrigan.*

Hebrew

Heb. 10-1, 11-2 Beginning Hebrew 4 or 8 sem. hrs.

Prereq. for Heb. 11 : Heb. 10 or placement by the Department.

Study of the essentials of Hebrew syntax, vocabulary, and pronunciation in order to read, speak, and write simple Hebrew. *S. Cohen.*

Heb. 20-1 Intermediate Hebrew I 4 sem. hrs.

Prereq. : Heb. 11 or placement by the Department.

An intensive review of grammar and oral practice; reading of modern Hebrew texts of graduated difficulty. *S. Cohen.*

Heb. 21-2 Intermediate Hebrew II 4 sem. hrs.

Prereq. : Heb. 20 or placement by the Department.

Continuation of Hebrew 20. *S. Cohen.*

Russian

Russ. 10-1, 11-2 Beginning Russian 4 or 8 sem. hrs.

Prereq. for Russ. 11: Russ. 10 or placement by the Department.

Drill in grammar, vocabulary, translation, and simple conversation to give a basic knowledge of Russian that can be extended according to interest or need. *Mamikonian.*

Russ. 20-1 Intermediate Russian I 4 sem. hrs.

Prereq.: Russ. 11 or placement by the Department.

Review and completion of basic syntax correlated with reading of graded prose and periodical literature. Continued practice in writing and intensive work on vocabulary and idiomatic command of language. *Mamikonian.*

Russ. 21-2 Intermediate Russian II 4 sem. hrs.

Prereq.: Russ. 20 or placement by the Department.

Continuation of *Russian 20*. *Mamikonian.*

[Russ. 30-1 Advanced Russian 4 sem. hrs. Not offered in 1973-74.]

Prereq.: Russ. 20 or the equivalent.

Intensive reading and translation.

[Russ. 35-2 Russian Civilization 4 sem. hrs. Not offered in 1973-74.]

A survey of the principle currents in pre-Soviet cultural history as seen through the arts, literature, and social development. Given in English.

Spanish

Span. 10-1, 11-2 Introduction to Spanish 4 or 8 sem. hrs.

Prereq. for Span. 11: Span. 10 or placement by the Department.

Intensive oral practice combined with elements of grammar and the reading of modern literary texts. *Members of the Department.*

Span. 20-1, 2 Intermediate Spanish I 4 sem. hrs.

Prereq.: Span. 11 or placement by the Department.

An intensive review of grammar, oral practice, and reading of twentieth-century texts of graduated difficulty. Prepares for all Spanish 30-level courses. *Members of the Department.*

Span. 21-1, 2 Intermediate Spanish II 4 sem. hrs.

Prereq.: Span. 20 or placement by the Department

Continuation of *Spanish 20*. *Members of the Department.*

Span. 22-1, 23-2 Caribbean Spanish 4 or 8 sem. hrs.

Prereq.: Span. 11 or placement by the Department.

Review of basic Spanish grammar. Completion of *Spanish 23* fulfills the language requirement at the intermediate level. This course would ordinarily replace the 20-21 sequence for the student who plans to work in the Spanish-speaking community. Emphasis on conversation and comprehension of the Caribbean dialect. Reading of Puerto Rican short stories, newspapers, and popular magazines. *Treacy.*

Span. 25-1; 26-2 Twentieth-Century Readings 4 or 8 sem. hrs.

Prereq.: Span. 21 or placement by the Department.

Intensive study of contemporary Spanish and Spanish-American texts with emphasis on student-led discussions. Rapid review of grammar to increase language proficiency. *Marichal.*

Span. 30-1 Composition and Advanced Conversation 4 sem. hrs.

Prereq. : Span. 21 or 25 or consent of the instructor.

Intensive semester course for students majoring in Spanish or wishing to increase their proficiency in the oral and written use of the language. *L. Cohen.*

Span. 31-1, 32-2 Literature of the Spanish People 4 sem. hrs.

Prereq. : consent of the instructor.

Critical readings of masterworks in the major writers of Spain and Hispanic America. Introduction to the main trends of Hispanic literature and thinking, with emphasis on periods of significant interest: the Twentieth Century (31-1); the Golden Age (32-2). *L. Cohen.*

Span. 33-2 Spoken Spanish 4 sem. hrs.

Prereq. : consent of the instructor.

Intensive oral-aural practice in three scheduled meetings, of which two are contact hours. For concentrators and students with specific language interest. *L. Cohen.*

Span. 34-2 Composition and Advanced Conversation 4 sem. hrs.

Prereq. : Span. 21 or 25 or consent of the instructor.

Intensive semester course for students majoring in Spanish or wishing to increase their proficiency in the oral and written use of the language.

[Span. 35-1 The Contemporary Latin-American Novel 4 sem. hrs. Not offered in 1973-74.]

Prereq. : Span. 20 or 25 or the equivalent or consent of the instructor.

Thematic and stylistic study of the works of Juan Rulfo, Carlos Fuentes, Alejo Carpentier, Julio Cortazar, Mario Vargas Llosa, and Gabriel Garcia Marquez.

[Span. 37-2 Twentieth-Century Hispanic Drama 4 sem. hrs. Not offered in 1973-74.]

Prereq. : Span. 20 or 25 or consent of the instructor.

Readings of plays by major contemporary playwrights of Spain and Hispanic America with critical discussion of the stylistic and social concerns that link these writers. *Marichal.*

Span. 38-1* Applied Linguistics 4 sem. hrs.

An introduction to the principles of linguistics as related to the teaching of language and an introduction to the historical development of French and Spanish. *Hayward.*

Span. 65-0 Honors Seminar in Spanish 4 sem. hrs.

Directed Study: Senior Thesis. *Members of the Department.*

Span. 142-1 Spanish Field Work Seminar 4 sem. hrs.

Prereq. : consent of the instructor.

Placement at bilingual schools or other urban settings to afford sustained, weekly contact with Boston's Spanish-speaking community. Class meetings will provide discussion of Puerto Rican culture as well as the context for reviewing student experiences in the field. Open to non-majors. *L. Cohen.*

*Same course as *French 36-1.*

[Span. 143-1 The *Picaro* as a Figure and Voice of Social Dissent 4 sem. hrs.

Not offered in 1973-74.]

Prereq.: Span. 25 or the equivalent or consent of the instructor.

The rogue tells the story of his life and adventures in a world he sees from his own perspective, that of the outsider. His emergence as a new protagonist in fiction will be studied in major works from Guzman de Alfarache to contemporary novels by Cela and others. Characteristic examples of picaresque fiction in France, England, and America will also be discussed.

[Span. 144-1 Unamuno and Ortega 4 sem. hrs. Not offered in 1973-74.]

Prereq.: Span. 25 or the equivalent and consent of the instructor.

An analytical study of their thought and its literary expression with emphasis on their contemporary world.

[Span. 145-1 General View of Spanish Cultural History 4 sem. hrs. Not offered in 1973-74.]

Prereq.: Span. 25 or the equivalent or consent of the instructor.

An introduction to the political, artistic, and intellectual history of Spain with emphasis on periods of achievement and crises of universal relevance. The course will focus on the Spain of the Renaissance and twentieth-century Spain, notably on the Spanish Civil War and its consequences.

Span. 146-1 Hispanic-American Cultural History* 4 sem.hrs.

Prereq.: Span. 25 or the equivalent or consent of the instructor.

An introduction to the political, artistic, and intellectual history of the Spanish-speaking nations of the Western Hemisphere, with an emphasis on Mexico, Peru, and Argentina. Special attention given to the historiography of the conquests of Mexico and Peru; Bolivar and the generation of 1810; the consequences of the Spanish-American War of 1898; and the Mexican Revolution of 1919. *Marichal.*

[Span. 148-2 Contemporary Spanish Poetry 4 sem. hrs. Not offered in 1973-74.]

Prereq.: Span. 25 or the equivalent and consent of the instructor.

A study of the phases of twentieth-century lyrical poetry with particular emphasis on such major figures as Unamuno, Antonio Machado, Juan Ramon Jimenez, Guillen, Salinas, and Garcia Lorca.

Span. 154-2 Contemporary Hispanic-American Poetry 4 sem. hrs.

Prereq.: Span. 25 or the equivalent and consent of the instructor.

Leading twentieth-century authors from Dario to Neruda and Octavio Paz. Particular attention paid to their fusion of Spanish lyrical heritage and national realities with such contemporary currents as surrealism and Marxism. *Marichal.*

Span. 155-2 Cervantes 4 sem. hrs.

Prereq.: Span. 25 or the equivalent and consent of the instructor.

The originality and impact of Cervantes' fiction. Partial emphasis on *Don Quixote* within the context of Cervantes' other works as well. *L. Cohen.*

[Span. 170-1, 2 Seminar: Special Topics in Spanish 4 sem. hrs. Not offered in 1973-74.]

A seminar which examines special problems, genres, or authors according to faculty and student interest. Topics to be announced.

Graduate Programs Leading to a Master's Degree

The Master of Arts: French

The Master of Arts: Spanish

The curricula in Spanish and in French are designed to provide one year of study that will strengthen the oral and written command of Spanish or French and consolidate the student's knowledge of the language's literature. The program of study will be planned by the individual student, with the assistance of an assigned faculty adviser, to suit the particular preparation and objectives of the student.

Admission requires a baccalaureate degree from an accredited college or university and a superior undergraduate record. Both men and women will be admitted, on a full or part-time basis, to the graduate programs, which require the completion of 32 semester hours, i.e., eight semester courses. Although a master's thesis is not normally required, students are expected to complete a substantial research paper on a special topic in relation to one of the advanced courses.

For the Master of Arts in Spanish, it is recommended that the student elect at least five courses in the field of concentration, with the remainder to be selected upon consultation with the assigned adviser from courses in related fields, such as another language taken as a minor. Of the 32 semester hours, up to eight semester hours may be elected from courses at the Spanish 30-level, except for Spanish 30, Conversation and Composition, and Spanish 33, Spoken Spanish. The remaining courses in Spanish are to be elected from the courses at the 140 and 150 levels.

The Master of Arts in French requires six courses in the field of concentration at the 100 level with the remainder to be selected upon consultation with the assigned adviser from courses in related fields such as English literature or another language.

Applicants for admission to the Master of Arts Program in either Spanish or French must submit an official transcript of the undergraduate record, a statement of purpose in pursuing the program, and three letters of recommendation from teachers or other persons well acquainted with the academic ability and performance of the candidate. This material should be received by the Chairman of the Department of Foreign Languages and Literatures by August 15 for the fall semester or by December 15 for the spring semester.

Faculty

Charles Ruyle Mackey, Ph.D. *Associate Professor of French and Chairman of the Department of Foreign Languages and Literatures*

****James Leet Valentine Newman, A.M.** *Professor of French and Director of the Language Laboratory*

Solita Salinas Marichal, Ph.D. *Professor of Spanish*

Helen Mamikonian, A.M. *Associate Professor of Russian*

Don Hays McKeen, Ph.D. *Associate Professor of French*

†Susan Mary Keane, Ph.D. *Associate Professor of French*

Louise G. Cohen, Ph.D. *Assistant Professor of Spanish*

Renny Harrigan, A.M. *Assistant Professor of German*

Gerard R. Montbertrand, Ph.D. *Assistant Professor of French*
Mary Jane Treacy, M.A. *Instructor in Spanish*
Susan Hayward, A.M. *Instructor in French*
Madeleine Green, A.M. *Instructor in French*
Annie P. Geoghegan, M.A. *Instructor in French*
Stanley P. Cohen, M.A. *Special Instructor in Hebrew*

Dana H. Michael, A.B. *Secretary for the Department of Foreign Languages and Literatures*

*******On sabbatical leave, 2nd semester, 1973-74*

†*On sabbatical leave, 1st semester, 1973-74*



Department of Government

The Departmental requirements in government provide the student with a grounding in political theory and in comparative and American government and allow her to choose an additional eight semester hours in the concentration, depending on her special interest. In addition, the requirement of a basic course in economics is deemed essential for an understanding of modern governmental problems. Students with such a preparation can avail themselves of the numerous opportunities for governmental service at the federal, state, and local levels by the taking and passing of qualifying examinations administered by the various governments. Graduate work in government, for which this concentration is a preparation, usually involves a specialty in one particular area of government and, depending on the graduate school, a reading knowledge of two modern languages. Students are advised to consider courses in the Mathematics Department since some understanding of statistical methods is strongly recommended for those interested in government employment, law, or graduate work in political science.

A limited number of juniors specializing in government are eligible to be considered for attendance at the "Washington Semester" of the American University in Washington, D.C. Students not concentrating in government are also eligible for consideration provided they have had some background in the field. Ordinarily the student will attend American University in the first semester of the junior year and must discuss plans for the Washington Semester with her adviser early in the sophomore year. This plan is a unique one since it provides students with an opportunity both to obtain practical experience in government and to complete a major project.

Students in the Department are encouraged to undertake research projects based on work experiences in governmental offices at the national, state, or urban level, during either the summer or regular term time. These experiences become the basis for fulfilling the requirement of independent study, and students are encouraged to select their courses in anticipation of this independent work. It should be noted that the Department encourages students to engage in research in a foreign country if possible and hence develop a project involving comparative governmental studies.

Concentration in Government

Requirements

The requirements of the concentration in government have been kept to a minimum so that students may take courses in other areas of interest. Students interested in a career in the social sciences, either in government or in teaching at any level, are advised to elect at least one course in each of the other social sciences in addition to government.

Government 21 Government in the United States-Federal System
Government 23 Classical and Early Modern Political Theory

or

Government 24 Political Theory During the Last Two Centuries

One of the following:

Government 33 Government and Politics in South Asia

Government 34 Comparative Political Systems

and

Economics 21, 22 Principles of Economics

Government Electives: eight semester hours

The degree requirement of eight hours independent study or Senior Seminar may be met by Government 43, any seminar offered by the Department, independent study, or an appropriate seminar in another department approved by the Department. These eight hours are in addition to the 20 hours required in government.

Honors in Government. An honors program is offered to qualified students who fulfill the College requirements as designated on page 37.

In addition to the courses listed above, an honors candidate is also required to complete satisfactorily:

Government 65 Directed Study: Senior Thesis

Government Electives: four semester hours in political theory

Courses

Gov. 21-1 Government in the United States: Federal System 4 sem. hrs.

Analysis of the institutional development of American national government, emphasizing the Presidency, Congress, and the Supreme Court. Special attention to the political process, parties, pressure groups, and the bureaucracy.

Gov. 22-1 Practical State Politics and the Decision-Making Process 4 sem. hrs.

Enrollment: limited to upperclassmen.

To give the student direct exposure to those principles and individuals who directly influence the decision-making process in the Commonwealth of Massachusetts. This exposure includes the relationship between the Executive Department and the Legislative branch, the state agencies, the Federal Government, and local municipal governments. Emphasis will be placed upon the understanding of what elements go into making a political decision. Requirements include attendance at public hearings, a class field trip to the State House, following the progress of particular pieces of legislation, and the preparation of a written proposal which will be considered as regular staff work for the Governor. *Lerner.*

Gov. 23-1 Classical and Early Modern Political Theory 4 sem. hrs.

The central themes and principles of classical political thought. Christian variations on the classical themes, and the nature of the rationalist break with that thought during the Renaissance and the Enlightenment. Among the philosophers considered: Plato, Aristotle, Cicero, Augustine, Hobbes, Spinoza, Locke, and Rousseau. *Tollefson.*

Gov. 24-2 Political Theory During the Last Two Centuries 4 sem. hrs.

The main tendencies in political thought during the last two centuries, in particular the underlying principles of the historical, positivist, and existential schools of thought, concluding with an examination of the principles underlying the behavioral and social sciences today. Among the philosophers and thinkers: Hegel, Mill, Marx, Nietzsche, Weber, and Dewey. *Tollefson.*

Gov. 25-1 The State and Socialization 4 sem. hrs.

Emphasis on the process of political behavior by examining the classical literature (Rousseau, Montesquieu, Simmel) descriptive of the citizen's responsibility and his relationship to the state. The contemporary work on socialization leads to a discussion of utilitarian ethics, previously the basis of progressive politics in the West; the transformation of this philosophy and its relationship to an historical analysis of change. Comparative investigation of political development in certain Third World countries. The new valuation of education and its role in effecting political change. *Hamilton.*

Gov. 26-1 The New Praxis: Black Politics in the United States in the Post World War I Period 4 sem. hrs.

This course will focus on the changing emphasis in black political thought, from legislative to participatory methods and the ideological currents, class and race, in the 1930's. Examination of organizational formations, attachments, and coalitions, as well as activities of the unorganized. An analysis of pre- and post-war economy and the growth of imperialism will provide explanations for social phenomena. The writings of Lenin, Nkrumah, and Padmore on imperialism, Fanon and Cesaire on colonialism, and Haywood, Gramsci, and Althusser on ideology will be discussed. *Hamilton.*

Gov. 31-1 Seminar in Political Biography 4 sem. hrs.

Treatment of a selected number of political leaders; how individuals react to a political system and also shape and are shaped by it. Selection of varying periods and varying political systems (countries); emphasis on women as subject of biographies. *Gilbert.*

Gov. 32-2 International Relations 4 sem. hrs.

The nation state as the unit of international relations; the elements which give substance to the foreign policy of the nation state; the limitations of international law, organization, and opinion on actions of nation states; the essential policies of major powers; problem areas in the present-day world, and problems such as disarmament, atomic energy, and world trade. *Tollefson.*

Gov. 33-1 Government and Politics in South Asia 4 sem. hrs.

The study of the contemporary political process in India and Pakistan, analyzing the influence of cultural and religious traditions, patterns of imperial dominance, and traditional forms of social organization on their governmental structures. *Gilbert.*

Gov. 34-1 Comparative Political Systems 4 sem. hrs.

An analysis of the different forms of government which have come to predominate in modern Europe: the cabinet, the parliamentary, and the totalitarian. These systems will be studied with particular reference to Great Britain, France, West Germany, and the Soviet Union, and their applicability to the developing nations discussed. *Gilbert.*

Gov. 36-2 Politics and Violence 4 sem. hrs.

Enrollment: limited to upperclass students.

A lecture-discussion course, examining the political party as an instrument of violent political change. The evolution of the party as an organization promoting change

through repression and control will be studied. Particular emphases on European totalitarian parties and parties in the new nations of Asia and Africa. Independent research will be required. *Gilbert.*

Gov. 37-2 Politics in a Democratic State 4 sem. hrs.

A lecture-discussion course, examining the political party as an instrument of peaceful political change. The evolution of the party as an organization promoting change through widespread citizen participation will be studied. Particular emphases on the American and British political experiences. Independent research will be required. *Gilbert.*

Gov. 38-2 Dynamics of Totalitarian Politics: The Soviet System 4 sem. hrs.

Enrollment: limited to upperclassmen.

A lecture-discussion course dealing with the ideology, development, and organization of the Soviet political system. Students will be required to read original sources and text-book materials, and to submit three directed essays. *Gilbert.*

Gov. 42-1 Public Opinion, the Mass Media, and American Democracy 4 sem. hrs.

Participation of the modern communications media in American politics. The role of public opinion in obtaining thoughtful deliberation and wise decision-making from political leaders working in the modern media setting. Media participation in the election process and the problem of media control within the constitutional framework. *Tollefson.*

Gov. 43-1, 2 Reading and Research Credit to be arranged

Prereq.: consent of the Department.

Open to students in government wishing to do advanced work with a member of the Department. *Members of the Department.*

Gov. 49-1 American Foreign Policy 4 sem. hrs.

Prereq.: consent of the instructor.

Students will be expected to become familiar with the following matters: the forces in our society that have a significant impact on our foreign policy; the machinery of decision-making in foreign affairs; the rationale of our alliances; and the way in which we seek to use international agencies and institutions. Examination of American policies will include not only what these policies are but also what policy changes might profitably be made. *Tollefson.*

Gov. 51-1 Seminar in Political Theory: The Behavioral Approach to Politics 4 sem. hrs.

Examination of some leading behavioral theorists, including Merriam, Laswell, Lipset, Truman, Dahl, and others, and their critics. Each student will be expected to explore critically the theoretical approach of a specific behavioral writer and to prepare and present to the class a paper on this writer. *Tollefson.*

Gov. 52-2 Seminar in International Relations: Arms Control and Disarmament 4 sem. hrs.

Particular attention to recent developments in the SALT talks, and other arms control proposals. Proposals for universal disarmament will be explored and the problem of peacekeeping in a disarmed world examined. Each student will be expected to present to the class a critical paper on a specific proposal for arms limitation or disarmament. The paper should elucidate both the strengths and weaknesses in the proposal, and how these are related to the views and interests of the nations or groups supporting the proposal. *Tollefson.*

Gov. 53-2 Can Cities be Managed 4 sem. hrs.

Enrollment: limited. Apply to the Department before registration.

Designed as an off-the-record presentation by members of the Mayor's Office of Public Service of some of the major problems facing America's cities and the practical political implications of various alternative courses of action available to the executive branch. There will be one underlying question, "Are cities manageable?," tied to general areas of inquiry developed from a series of case studies. Specific cases will be drawn mainly from the Boston experience but other cities will be discussed where appropriate. *Finn, Hargadon, Olins.*

Gov. 65-2 Directed Study: Senior Thesis 4 sem. hrs.

Members of the Department.

Faculty

***Carroll French Miles, Ph.D.** *Professor of Government and Chairman of the Department of Government*

Roy Melvin Tollefson, Ph.D. *Professor of Government*

Irene Adele Gilbert, Ph.D. *Assistant Professor of Government*

Cynthia Hamilton, A.B. *Instructor in Government*

Philip Lerner, A.B., A.M. *Special Instructor in Government*

Daniel J. Finn, S.B., LL.B. *Special Instructor in Government*

Thomas J. Hargadon, A.B., S.M., LL.B. *Special Instructor in Government*

Andrew M. Olins, S.M. *Special Instructor in Government*

Ruth O. Hirsch, A.B. *Secretary for the Departments of American Studies, Economics, Government, and History*

Evelyn Harker, S.B. *Secretary for the Departments of American Studies, Economics, Government, and History*

**On sabbatical leave, 1973-74*



Department of History

Courses in history, whether they lead to a concentration in the subject or are taken to enrich a general education, prepare students for careers as teachers, reference librarians, archival researchers, professional historians, lawyers, or governmental officials. While many of these professional activities require further study in graduate school, others can be entered directly upon receipt of a bachelor's degree. Courses taken individually provide insights into the contemporary world situation and also into the persisting ways of man. Students electing a concentration in history alone may specialize in any one of its various fields. Other students may choose to combine courses in history with those in another department and construct for themselves, either according to pre-established guidelines or independently, a concentration specifically directed toward their particular goals. With regard to freshmen, the Department recommends—but by no means requires—that they take as their first course in history at Simmons one of the following: History 13-1, History 16-2, History 17-2, History 20-1, History 27-1, History 40-1, or Black Studies 10-1.

Concentration in History

The concentration in history is composed of 32 semester hours of history courses integrated in such a way as to provide academic work in a range of periods, geographical areas, and cultural contexts. Within broad guidelines, the courses may be chosen with a minimum of prescription.

Requirements

American History	eight semester hours
Modern European History	eight semester hours
Ancient or Medieval History	four semester hours
Specialization (to be arranged in consultation with the Department)	twelve semester hours

Beyond the concentration, the student must fulfill the College requirement for eight semester hours of independent study, four of which may be satisfied within the 32 hours of the concentration. Ordinarily, the independent study requirement is fulfilled by concentrators with a course in historiography and another history course in which a substantial amount of independent study is included. This latter course should be selected in consultation with the course instructor and the student's Departmental adviser. Students must declare how they will fulfill the independent study requirement before the end of their junior year.

Interdepartmental Concentrations

Students who choose to develop a concentration by combining courses in history with courses offered by another department should discuss their plans

early in their college career with their adviser and the chairmen of the departments involved. Some combinations have been worked out by the faculty, such as the American Studies concentration. A student may, for example, use this as a model for proposing a personalized concentration in European Studies. Another combined concentration which can be used as a model is that in history-secondary education. Other fields which lend themselves to such combinations with history are English, foreign languages and literatures, economics, government, sociology, and philosophy. This list is not intended to be restrictive; at the student's initiative, combinations with any department will be evaluated as a possible basis of a concentration. Another possible combination permits fulfilling requirements for the Master of Arts in Teaching degree (see requirements as stated on page 83) along with those leading to the A.B. Although the ordinary expectation is that the MAT requires a fifth year of courses, with careful planning and effective advisement that time may be shortened.

While registration in certain courses is limited, all advanced courses are open to properly qualified undergraduates. Graduate students may, under advisement, elect any courses needed to supplement or consolidate their undergraduate curriculum, but courses numbered in the 100's are especially suitable for master's degree candidates.

Honors in History. An honors program is offered to qualified students who are eligible according to the College requirements as designated on page 37. An honors candidate is also required to complete satisfactorily History 65, Directed Study: Senior Thesis. This course, along with a course in historiography, fulfills the College independent study requirement. The honors program, although open to any qualified student who is concentrating in history, is especially recommended to students who intend to pursue their study of history or a related subject in graduate school.

Courses

General Courses

Hist. 13-1 The Dynamics of Revolution 4 sem. hrs.

An introductory course focusing on the concept of revolution with the objective of establishing substantive definitions and methods of analysis; examination in detail of the American, French, and Russian Revolutions through lectures, discussions, readings, and short papers. *Halko*.

Hist. 16-2 New Approaches to History 4 sem. hrs.

Designed for students who seek to relate the perspectives of several academic disciplines as they approach provocative social and historical issues. Analyzes four case studies: 1) Erik Erikson in search of Gandhi, 2) the invention of the idea of childhood, 3) hysteria, sexuality, and witchcraft at Salem, and 4) the recreation of selfhood for the Sioux Indians. Lectures, discussions, and papers. *Lyman*.

Hist. 17-2 Varieties of American Culture 4 sem. hrs.

Four topics—the Indians of the Southwest, the mountain people of Appalachia, the communal society of the Shakers, and the folk culture of the frontiers—will be considered in terms of their place in American cultural history and of the approaches used by historians as they deal with nontraditional documentary evidence. Moving from non-

written to written self-expression, the course will use graphic and pictorial evidence, ballads and local music, and finally diaries and fiction as ways to explore regionalism in America. *Kohlstedt*.

[Hist. 117-1 Historical Geography (Seminar) 4 sem. hrs. Not offered in 1973-74.]

Through readings, field trips, and independent study, an analysis of human interaction with environment in time. Structured half of the semester emphasizes development of eastern Massachusetts from frontier to Megalopolis, theories about geopolitics and the influence of climate, and the history of mapmaking. The independent study phase involves individual research on any appropriate topic, and group discussions of findings.

Hist. 199-1 Historiography: New Strategies (Seminar) 4 sem. hrs.

An inquiry into recent extensions of historical method which enable more precise and fruitful analysis in areas newly of interest to historians (e.g., mass behavior, influence of elites, history of cultural sub-groups). Structured half of the semester includes readings in areas such as the Marxist-Christian dialogues, quantification, team research in contemporary history, and possible alliances with psychology, anthropology, and sociology. The independent study phase involves individual research on any appropriate topic and group discussion of findings. *Lyman*.

Europe by Period

Hist. 20-1 Ancient Near East and Greece 4 sem. hrs.

A survey of the development of civilization, particularly in Mesopotamia, Egypt, Palestine, and Greek lands. Covers traditional aspects of history, with special emphasis on social, economic, constitutional, and cultural topics. Much class time devoted to interpretation of sources and secondary writings, and to techniques for studying ancient civilizations. *Lyman*.

Hist. 21-2 Rome and the Late Classical Empire 4 sem. hrs.

A survey of Roman civilization from the foundation to the fall. Covers traditional aspects of history, with special emphasis on social, economic, constitutional, and cultural topics. Much class time devoted to interpretation of sources and secondary writings, and to techniques for studying ancient civilizations. *Lyman*.

Hist. 22-1 Medieval History 4 sem. hrs.

Selected aspects of medieval civilization, beginning with the fourth and ending with the thirteenth century. Emphasis on social and economic organization. Special attention given to northwestern Europe. *Lyman*.

Hist. 24-1 The European Renaissance, 1300-1500 4 sem. hrs.

A survey of the political, economic, intellectual, and artistic development of Western Europe, with special attention to Italy as a crucible of change. Topics covered will include the decline of Empire and Papacy, the varieties of Humanism, the search for reform of the Church, economic fluctuation, the beginnings of European expansion, new trends in art and music.

Hist. 27-1 Nineteenth-Century Europe 4 sem. hrs.

Consideration of European history from the French Revolution to the First World War. Special attention is given to the forces which made the nineteenth century both unique and creative of characteristics of the twentieth century. *Hunter*.

Hist. 28-2 Twentieth-Century Europe 4 sem. hrs.

A problem-oriented approach to the major issues of this century. Although primary focus is upon Europe, the changing relationships between Europe and the rest of the world also represent an important aspect of the course. *Hunter.*

Hist. 29-1 The World & Western Europe Since 1800: The Revolution in Modernization 4 sem. hrs.

A study of the interaction between non-Western and European societies since the industrial era began. Topics include European settlement overseas; European conquest and cultural change; comparative studies in the origins and process of modernization. *Ogedengbe.*

Hist. 120-2—123-2 Selected Periods in Early European History (Seminars) 4 sem. hrs.

Close investigation of a single period or problem in ancient or medieval history. Following critical discussion of primary and secondary materials, students develop specialized aspects of research projects. *Lyman.*

Hist. 120-2 Jesus and Josephus (Offered in 1976)

Prereq. : Hist. 21, English 30, or consent of the instructor.

Hist. 121-2 Fifth-Century Athens (Offered in 1974)

Prereq. : Hist. 20, or consent of the instructor.

Hist. 123-2 The Crusades (Offered in 1975)

Prereq. : Hist. 22, Hist. 23, or consent of the instructor.

Europe by Topic or Nation

Hist. 30-1 Modern Britain 4 sem. hrs.

Survey course dealing with Britain since the eighteenth century, specifically concentrating on social, cultural, and constitutional topics. It will also consider the British Empire and Ireland in their changing relationship to English politics and purpose. *Kohlstedt.*

Hist. 31-2 History of the British Empire and Commonwealth 4 sem. hrs.

A study of the expansion of Great Britain and the development of the British Empire in the new world, Africa, Australia, and Asia. Topics will include Anglo-French rivalry for commerce and empire, the old colonial policy and the idea of responsible government, the growth of nationalism and the transformation of the empire into a commonwealth. Emphasis will be on Commonwealth relations and its place in the international scene. *Ogedengbe.*

[Hist. 32-1 Modern France 4 sem. hrs. Not offered in 1973-74.]

The history of France from the old regime to the present, with emphasis on political, social, and economic institutions and on the changing roles of France in European affairs. *Hunter.*

Hist. 34-2 Pre-Industrial European Society: Cities and Villages 4 sem. hrs.

This course will focus on the patriarchal, rural character of European society pre-1800 and look at such central features as the class and family structure, the role of corporate bodies, economic change, and population trends. *Liebowitz.*

Hist. 139-2 Topics in the History of Ideas: Marx, Darwin, and Freud 4 sem. hrs.

The course will explore in depth the writings of these three thinkers, their revolutionary impact on Victorian Europe, and their role in shaping contemporary society. *Liebowitz.*

United States by Period

Hist. 40-1, 41-2 History of American Civilization, I and II 4 or 8 sem. hrs.

Offered as a year course; or either half may be taken separately.

History 40: Development of the democratic spirit and of American political and social institutions from the eighteenth century through the Reconstruction period. *Halko.*

History 41: Beginning with a consideration of implications of Reconstruction, the course will survey major economic problems in the new industrial age, the role of minorities in shaping urban development, the liberal spirit of reform, and the rise of America to world power. *Halko.*

Hist. 42-1 The Kennedy Presidency 4 sem. hrs.

A close examination of the election and administration of John F. Kennedy. Major domestic and foreign policies will be studied; personality and institutional factors also will be considered. Students will have an opportunity to use the resources of the Kennedy Library. *Foley.*

Hist. 43-1 United States Colonial History 4 sem. hrs.

The European background of the migrations to America, the settlement of the thirteen colonies, their internal development and growth, the role they played in the British Empire, and the forces leading to the outbreak of the Revolution in 1776. *Halko.*

Hist. 44-2 Contemporary Politics and Culture, 1920-Present 4 sem. hrs.

This course will concentrate on the political history of the United States in the past 50 years. While it will focus on the behavior of politicians and the electorate, it will do so in order to examine the culture and values of American life. Readings will therefore include traditional political history, but also fiction, plays, memoirs, and reportage. *Foley.*

[Hist. 46-2 Civil War and Reconstruction 4 sem. hrs. Not offered in 1973-74.]

An examination of those forces and persons that brought about the Civil War. Also, a study of the literature of the period and some historical perspectives on the aftermaths of war and reconstruction. Political and social, as well as economic, factors will be considered.

Hist. 145-2 America Before the Revolution, 1760-1776: Massachusetts Bay (Seminar) 4 sem. hrs.

An examination of the pre-Revolutionary society of Massachusetts Bay and the disintegration of its pattern of loyalty to Parliament and King. A research paper will be required of each student. *Halko.*

United States by Topics

Hist. 51-2 American Constitutional History, 1789 to the Present 4 sem. hrs.

Prereq.: Hist. 40, 41, or consent of the instructor.

The development of American law as reflected in historical judicial decisions. Traces the history of the Supreme Court through the major crises of American history, state-rights versus nationalism in the nineteenth century, and human rights and civil liberties in the twentieth. *Halko.*

[Hist. 52-2 Race and Society 4 sem. hrs. Not offered in 1973-74.]

An historical analysis of racism in America and the development of race relations. Race and the ideology of racism will be examined within the framework of black-white power relations, the conditions of black life and movement, and the ideas and practices of white leaders, movements, and institutions. There will be a mid-term or optional oral report and a final examination. *Solomon.*

Hist. 53-2 United States Foreign Policy from 1900 4 sem. hrs.

An examination of the origins, material foundations, values and assumptions, and the historical record of American diplomacy since the turn of the century. The course will consider a range of issues and foreign policy developments from the emergence of imperialism and colonialism, through Wilson's diplomacy of idealism and the pseudo-isolationism of the 1920's, to the foreign policies of the FDR period, the Cold War, and the Vietnam epoch. *Foley.*

[Hist. 54-1 The Great Depression 4 sem. hrs. Not offered in 1973-74.]

Prereq. : Hist. 40 and 41 or the consent of the instructor.

An examination of the intellectual and social movements of the 1930's. The politics of the New Deal, along with literary and intellectual currents will be considered. Films, records, and eye-witness accounts of the depression will be utilized. There will be a mid-term examination or an optional oral report and a final examination. *Solomon.*

Hist. 55-2 Social Forces in American History 4 sem. hrs.

An examination of the impact of dissenting social movements upon American historical development. The labor movement, aspects of the women's rights movement, dissenting political movements, and youth protest will be considered in terms of their ideologies and impact upon the larger society. There will be an opportunity for self-directed workshops. Readings will consist of original documents and recent analytical works. *K. Lyman.*

Hist. 56-1 The Civil Rights Movement: The 1960s 4 sem. hrs.

This course will focus on several questions: why was there an explosion of black political activism in the 1960s; what were the accomplishments and failures of the movement; what were the ramifications of conflicts over tactics and racial ideology within the movement; what happened to the movement. Emphasis will be placed on primary source readings. *Foley.*

Hist. 57-1 Women in American History 4 sem. hrs.

An analysis of women's economic and social roles from colonial times to the present as well as an analysis of politically-oriented women's rights movements and recurring feminism. Each student will receive a topic in depth and discussion will center on developing a historiography of women in America. *Kohlstedt.*

[Hist. 58-1 Science and Society in America 4 sem. hrs. Not offered in 1973-74.]

Survey of basic and applied science from the colonial period to the 1960s. Emphasis on the development of science and on its institutionalization, as well as on the impact of scientific thought on American culture. *Kohlstedt.*

[Hist. 152-2 Du Bois (Seminar) 4 sem. hrs. Not offered in 1973-74.]

Prereq. : Hist. 52, 56, 59, or 159.

An intensive study of the life and writings of W.E.B. Du Bois and the impact of his work upon the main currents of black thought and movements in the twentieth century. Readings will be drawn from the rapidly expanding published literature. An analytical research paper or an oral examination will be required. *Solomon.*

Hist. 153-2—155-2 Perspectives on Nineteenth-Century America (Seminars) 4 sem. hrs.
Prereq. : consent of the instructor.

A series of seminars dealing with a discrete period within, or a particular problem relating to, the general period. Its purpose is to help students develop a critical approach to primary and secondary materials as a foundation for individual research projects. Topics will vary. *Kohlstedt.*

Hist. 154-2 European Views of America (Offered in 1975)

A study of European travelers in America as one key to national identity and international awareness.

Hist. 155-2 Science and the New Industrial Age (Offered in 1976)

A review and analysis of the roles played by science and technology as respondents to and participants in the advance of American industrial development.

[Hist. 158-1 The Recent Past in America, 1945 to Present (Seminar) 4 sem. hrs. Not offered in 1973-74.]

Prereq. : work in a chronologically appropriate course in American history or literature or consent of the instructor.

An analysis of the social, intellectual, and cultural currents of post-World War II America. The consequences of the war, the Bomb, McCarthyism, the estrangement and dissent of the 'sixties will be considered. Works of fiction, drama, and political and social criticism will be examined. Each student will present a report on an aspect of the course and take a final oral examination. *Solomon.*

Africa

Hist. 71-2 History of Africa 4 sem. hrs.

Introduction to the study of African civilizations from the early Christian era to the present. Deals with the ethno-historical culture of the African continent with special emphasis on the analysis of historical developments in the various regions of the continent and on the cultural and political relations between Africa and the blacks of the New World. *Ogedengbe.*

Hist. 73-1 African Studies: Slavery and Deprived Status in Traditional and Colonial Africa 4 sem. hrs.

Prereq. : consent of the instructor.

A comparative study of slavery and deprived status in traditional and colonial African societies. The general focus will be on the interpersonal relationship between the higher and lower classes in such institutions as serfdom, forced labor, and political and social deprivation. *Ogedengbe.*

Hist. 75-2 Social Movements and Protests in Africa 4 sem. hrs.

Prereq. : consent of the instructor.

An intensive study of a select variety of nineteenth and twentieth century movements of protests and change in colonial and post-colonial Africa. Topics will include wars of resistance against white minority rule in Southern Africa, and the growing emphasis on socialism. Lectures, papers, and discussions. *Ogedengbe.*

Hist. 60-1, 2 Individual Study 4-8 sem. hrs.

See page 40. Especially recommended for MAT students. *Members of the Department.*

Hist. 61-2 Seminar and Field Work

A series of seminars relating to museums, local archives, and publishing institutions. The course will introduce students to occupations and research open to historians. Each student will do field work at one such institution throughout the semester, and students will regularly meet to discuss their projects. A final research paper, related to the field work experience, is required. *Kohlstedt*.

Hist. 65 Directed Study: Senior Thesis 8 sem. hrs.

Prereq.: Hist. 197 or 199 and consent of the Department.

Required for honors candidates in history. Includes a senior thesis and a comprehensive examination. *Members of the Department.*

Inter-Institutional Courses (Offered at Emmanuel College)

Students interested in taking history courses for full credit at Emmanuel College should consult the Emmanuel catalog.

Ed. 274-1 The Teaching of Social Studies and History (Secondary School) 4 sem. hrs.

See page 82 for description. Administered jointly by the Departments of Education and History. *K. Lyman.*

Amer. St. 190-1 Problems in American History and Literature 4 sem. hrs.

See page 168 for description. *Kohlstedt, Sterne.*

Black Studies 10, 11 Introduction to Black Studies 4 sem. hrs. each semester

See page 169 for description. *Ogedengbe, members of the faculty.*

Faculty

John Cleary Hunter, Ph.D. *Professor of History and Chairman of the Department of History*

William Frederick Kahl, Ph.D. *Professor of History*

Henry James Halko, Ph.D. *Professor of History*

Mark I. Solomon, Ph.D. *Associate Professor of History*

Richard Bardell Lyman, Jr., A.M. *Assistant Professor of History*

Calvin Morris, A.M., S.T.B. *Adjunct Professor of History*

Kingsley Ogedengbe, Ph.D. *Assistant Professor of History*

Katherine D. Lyman, M.A.T. *Assistant Professor of Education*

Sally Gregory Kohlstedt, Ph.D. *Assistant Professor of History*

Ruth Prelowski Liebowitz, Ph.D. *Lecturer in History*

William A. Foley, Jr., M.A. *Special Instructor in History*

Ruth O. Hirsch, A.B. *Secretary for the Departments of American Studies, Economics, Government, and History*

Evelyn Harker, S.B. *Secretary for the Departments of American Studies, Economics, Government, and History*

Department of Management

For every career there is a business associated with it. A thorough understanding of management concepts and applications can prepare the student to meet challenges on all fronts—personal, social, and professional.

The flexibility inherent in the Department of Management curriculum encourages students to explore their own interests and aptitudes, then develop them through a program of study that points to specific career goals. This flexibility means that programs can be established along conventional lines or can be loosely structured, depending upon the goals of the students.

The Management Department, because of this flexibility and its diverse course offerings, prepares women for many varied careers and graduate school (see below). This preparation is further enhanced by the availability of internship experiences.

Concentration in Management

Management refers to the directing, supervising, or implementing of the affairs of both profit and non-profit organizations. The intellectual challenge of management comes from the need to apply and adapt theories of the general disciplines to specific theories, concepts, and applications peculiar to the process of managing.

Principle I—Breadth: All students of management should begin their studies by developing a broad base in the three theoretical and applied areas of management: the analytical, the behavioral, and the conceptual. Every concentrator in management takes the following courses to fulfill the breadth requirement: Financial Accounting, Dynamics of Management, Business and its Environment, Managerial Accounting, and Marketing. The student also takes a year of economics (Economics 21 and 22) as a foundation for understanding the economic environment in which management decisions are made. The work in the Department is climaxed by eight semester hours of work in internship, independent study, or seminar experience at the senior level.

Principle II—Depth: Management is a broad field. Therefore, all students are expected to select a special area within which they achieve a depth of knowledge through a carefully planned sequential program (see below). The student would take 12 to 16 semester hours of courses, selected in consultation with her adviser, to achieve her academic goal. These courses could be selected from many disciplines depending on their relevance to her career.

Principle III—Theory and Application: All educational work in the field of management should span the distance between theory about the operations of any organization and the ways in which a manager can effect changes in them. In the study of management, students must learn not only theory but also application. Therefore, a student's program of concentration in management

should include a careful balance of course work and internship which enables her to test theory in the real practice of management. She is also provided with sufficient exposure to actual organizations so she may formulate her own personal theories about the process of management as she observes it in present practice. It is the tension that exists between theories of the ideal and practices of the real that provides the student with the opportunity for challenge and creativity in a career in management.

Requirements

Prerequisite:	Economics 21 and 22	Principles of Economics
	Management 20	Financial Accounting
	Management 25	Managerial Accounting
	Management 27	Dynamics of Management
	Management 28	Business and Its Environment
	Management 50	Marketing

Sequential Depth: 12 to 16 semester hours in courses relevant to the student's career pattern.

Theory and Application: Related Independent Study or Internship; and Management 69, Advanced Management Seminar; or Management 48-1, Management Seminar.

It is strongly recommended that students concentrating in management take Mathematics 01, Introductory Statistics, and Mathematics 51, Mathematics of Decision Making.

Among those suggested career patterns that might use management as a base are accounting, advertising, company publications and public relations, hospital and health services, international business, law, management of minority enterprises, marketing, office management, operations research, personnel management, retailing, and small business management.

The Department believes that it is essential that students work closely with their advisers in planning their concentration in management. Students should seek a Departmental adviser as soon as their interests become focused, or if they wish to explore the possibilities of this concentration. Students are assigned advisers by applying to the Department.

Non-Concentrators: Since college women are expected to be leaders in whatever career they choose, the Department of Management feels that the knowledge of management principles is essential for every college-educated woman. The curriculum in the Department has been planned, therefore, so that a non-concentrator can choose the five core courses (Financial Accounting, Managerial Accounting, Dynamics of Management, Business and Its Environment, and Marketing) and whatever other management offerings fit into her career objectives. These can be used as electives or to satisfy the social science depth requirement of the College.

Management of Minority Enterprises: The Department of Management is committed to a concern for the needs of minority groups in achieving their goals. The responsibility for minority leadership in the immediate future will surely rest in large measure on the college-educated persons. Since every career has a business associated with it, it seems desirable, therefore, that management

education be a part of the college experience of minority persons. To meet this need, as well as the need of any person in management, the Department has incorporated into existing courses some cases concerning minority institutions. Also, a special course has been designed called "The Black Community and Organizational Design." The Department believes that a person who combines the Black Studies Program with a concentration in management is better prepared to assume positions of leadership in the community.

International Business: The field of international business offers excellent opportunities for women with a good command of a language who are interested in business and/or management. Because the opportunities are so diverse, the Department strongly recommends that students interested in international business consult with the members of the Foreign Languages and Management Departments to plan an individualized program of study.

Interdepartmental Concentrations

Finance

We live in a money economy. To live most effectively one must be aware of the interrelationships of the various components that comprise our economic society.

The interrelationship between those areas of study from the Departments of Management and Economics, complemented and supplemented by areas from other departments, has resulted in the interdepartmental concentration in finance.

The concentration offers an integrated approach to the conceptual and operational aspects of business and investment finance; the functions of financial institutions and money markets; the dynamics of financial administration; and the economic and managerial implications of business transactions as they relate to industrial and business corporations, public organizations, governmental units, educational institutions, and service agencies.

The finance concentration is designed to fulfill the needs of those students who wish to go to graduate school, and also of those who wish to enter immediate employment upon graduation. Many opportunities are available in such areas as commercial, savings, and investment banking; insurance; brokerage firms; financial departments of business and non-business organizations; and financial administration in government.

The plan of study, to be prepared cooperatively by student and adviser, will consist of a combination of theory and applied-theory areas of study individually tailored to the career or graduate school goals of the student in a flexible yet clearly focused direction.

Interdepartmental Concentration in Finance

Requirements

Required courses in the concentration in finance are listed below:

Economics 21, 22	Principles of Economics
Management 20	Financial Accounting
Management 25	Managerial Accounting
Management 58	Stock Market Investments

The Senior Integrative Seminar requirement will be satisfied by taking independent study or internship, or Management 62, Seminar in Financial Administration; or Economics 50, Economics Research Seminar, and Management 69, Advanced Management Seminar.

Selected Electives: eight semester hours from management, economics, government, mathematics. To be selected by student in consultation with adviser.

Other Interdepartmental Concentrations:

Corporate and Institutional Publishing and Public Relations, see page 61.

Advertising, see page 60.

Mathematics-Management, see page 132.

Courses

Mgt. 20-1 Financial Accounting 4 sem. hrs.

Current and recommended concepts of accounting. Major emphasis on financial control and its attendant implications in the decision-making process. Special attention to financial statements and their interrelationships. Analysis and interpretation of accounting data and their related significance to financial problems of the entity. *Parente.*

Mgt. 25-2 Managerial Accounting 4 sem. hrs.

Prereq. : Mgt. 20.

A logical continuation of accounting. Accounting processes are explored concomitantly with generally accepted accounting theories. Partnerships. Comprehensive coverage of corporate operations. Cash flows, budgetary controls, cost relations. Opportunity provided to compare, create, and discover more effectual means of solving managerial accounting based problems. *Parente.*

Mgt. 26-1 The Black Community and Organizational Design 4 sem. hrs.

Designed to give minorities maximum opportunity, through the development of broad business and management concepts, to assess present and future environmental trends in relationship to how they might affect the particular minority community in question. Analysis of various leadership styles peculiar to their particular ethnic group giving consideration to the implication of adopting similar or different management styles. Review of present community institutions with a chance to redesign or to create entirely new organizational structures.

Mgt. 27-1, 2 Dynamics of Management 4 sem. hrs.

Study of the development of the modern organization; its structure, dynamics, administration, and work distribution. Emphasis on the organization as a dynamic culture and on the emergent behavior of the people involved. A variety of organization types compared and differentiated. Strong emphasis on group discussions and developing one's own management style. *Hennig, Warren.*

Mgt. 28-2 Business and Its Environment 4 sem. hrs.

The examination of business actions and their impact on the contemporary society. Emphasis will be placed on analyzing and evaluating the interaction of the external

(political, social, legal, economic, etc.) and internal (employees, stockholders, management) forces that establish the stimulus-response mechanism between business and its environment. It is recommended that *Management 27* be taken before *Management 28*. *Coverdale*.

[Mgt. 34-1 Communications in Management 4 sem. hrs. Not offered in 1973-74.]

Theoretical and practical applications of communications principles. Oral and written expression to accomplish human relations objectives necessary for success in working with, and influencing other persons. Principles developed by use of cases involving the writing of business letters, reports, newsletters, and memoranda; and the conducting of conferences, interviews, platform speeches, and other forms of oral communications. *Baldwin*.

Mgt. 35-1 Management of Information Systems 4 sem. hrs.

Concepts of computer science and its significance to management decision-making. Capabilities of computers as aids in forecasting, problem solving, and decision-making. Impact on business of various data processing systems. Students will learn to evaluate existing systems in terms of particular organizational needs and to create appropriate adaptations. *Coverdale*.

Mgt. 37-1 Behavioral Implications for Women in Management 4 sem.hrs.

Enrollment: third and fourth year students only, by consent of the instructor.

Study of interpersonal behavior and career development of women in managerial work. Considerable emphasis placed on the psychological, sociological, anthropological, and semantic difficulties that arise in diadic relationships and their meaning for women in management positions in the organizational setting. Study of current research findings on these issues as well as on career development for women in business. A major interviewing project, intensive readings, case analysis, and class discussion. *Hennig*.

Mgt. 38-1 The Law and Society 4 sem. hrs.

A study of the underlying legal principles governing business conduct and their impact on business policy. Consumer law and its relationship to the manufacturer and consumer. An in-depth analysis of the court system. Particular attention to torts, criminal law, guaranties, warranties, and contracts. Lectures, cases, and field trips. *Warren*.

Mgt. 39-2 The Manager and the Law 4 sem. hrs.

This advanced law course includes the employer-employee and principal-agent relationships, real and personal property, secured credit sales, legal substitutes for money, incorporation and partnerships, government regulations, and labor law. Lecturers, cases, and field trips. *Warren*.

[Mgt. 42 Office Administration 4 sem. hrs. Not offered in 1973-74.]

A course enabling the student to develop the ability to administrate office functions. Students work independently and in organized groups on projects and cases designed to help them approximate the role of the office manager. Emphasis placed on learning to organize and manage the work systems found in office settings. Groups carry out projects in a simulated office environment. Lectures, field trips, case studies, and guest speakers.

Mgt. 43-2 Cost Accounting Analysis 4 sem. hrs.

Cost determination, procedures, controls, and analysis are developed by interpretation of the three cost elements: materials, labor, overhead. Application to the job cost system, process cost system, and standard cost system. Emphasis on managerial usefulness of cost accounting data in the evaluation of alternative courses of action. *Parente*.

Mgt. 44-1 Taxation 4 sem. hrs.

Strong emphasis on individual income tax preparation, together with some explanation of partnership and corporation income tax procedures. Cohesive coverage of the most important Code provisions and how they can be used for tax planning and minimization. *Parente.*

Mgt. 47-1, 2 Organizational Behavior 4 sem. hrs.

Managerial applications of behavioral sciences as related to modern organizations. Implications of interpersonal behavior problems for individual and group productivity, creativity, and satisfaction. Social psychology of group processes. Readings combined with extensive group discussions and case analyses. *Hennig.*

[Mgt. 48-1 Management Seminar 4 sem. hrs. Not offered in 1973-74.]

A senior seminar designed to develop, through individual and group research, an understanding of the administration of all resources of organizations to achieve maximum results. Research topics generally concern the most effective ways to allocate and use space, personnel, funds, machinery, etc., as related to the planning, controlling, organizing, and re-appraising of activities of management.

Mgt. 50-1 Marketing 4 sem. hrs.

An introduction to the concepts of marketing management; philosophy, strategy, and planning: The course analyzes the ways in which goods move from production into consumption. Particular emphasis on the role of marketing, consumer behavior, marketing mix, and the marketer in American business. Lecturers, cases, and field trips. It is recommended that *Management 27* be taken before *Management 50*. *Warren.*

Mgt. 52-2 Advertising Policies and Methods 4 sem. hrs.

Advertising studied as a marketing tool. Topics include: the function of advertising; when and for what kinds of products advertising is used; the advertising campaign; evaluation of advertising; and the ethical and moral issues surrounding advertising. Students will create advertising campaigns as a major project in this course. *Coverdale.*

[Mgt. 53-2 Consumer Behavior 4 sem. hrs. Not offered in 1973-74.]

A behavioral approach to marketing and consumer behavior. The individual as a psychological entity is the unit of study. Discussion of the following areas as they pertain to consumer behavior: cognition, learning, motivation and personality, attitudes and attitude change, group memberships and influences, social class and life style, and the impact of culture. Lecturers, cases, and field trips. *Warren.*

[Mgt. 54-1 Monetary Management 4 sem. hrs. Not offered in 1973-74.]

Theories and applications of investment alternatives, such as real estate, mutual funds, insurance, estate planning. Risks, estimation of expected returns, and the multi-dimensions of money management. Models of programs designed by students to meet goals based on individual characteristics and capabilities. *Parente.*

Mgt. 56-2 Personnel Administration 4 sem. hrs.

Dynamics of personnel management to include such areas as line and staff relationships, management by objectives, sensitivity training, procurement and development, salary administration, and individual motivation and goals. Analysis of current practices and major problems of personnel administration through the use of lectures, cases, and role playing. *Warren.*

Mgt. 57-1 Labor Relations 4 sem. hrs.

Concentration primarily on the difficulties that arise in the administration of the collec-

tive bargaining relationship. The history and important characteristics of the American labor movement; special problems concerned with management of labor relations under a collective bargaining agreement. Examination of the relationship between union-management relations and public policy. *Coverdale*.

Mgt. 58-2 Stock Market Investments 4 sem. hrs.

Financial and economic implications of security market functions and operations. Appraisal and analysis of securities and investment media. Investment standards, risks, and portfolio objectives. Independent reading and research. Student committees manage actual stock portfolio with member brokerage firm. *Parente*.

[Mgt. 59-2 Managerial Finance 4 sem. hrs. Not offered in 1973-74.]

Relevant theories of financing business organizations are reported through case study problems combining the theoretical and environmental frames of reference. Financial and economic alternatives considered in the determination of policy and related resources desirable for obtaining, managing, and using capital funds for optimum results.

[Mgt. 61-2 International Marketing 4 sem. hrs. Not offered in 1973-74.]

A study of marketing from a multi-national point of view as opposed to the traditional definition of marketing as it is practiced in the United States. The consequences of changing from a national to international marketing orientation, involving all aspects of the marketing philosophy and mix, are studied in depth. Each student will also become involved in an in-depth study of the market characteristics of a country of her choice.

[Mgt. 62-2 Seminar in Financial Administration 4 sem. hrs. Not offered in 1973-74.]

Discussion of realistic and actual-situation problems on an advanced basis. Independent investigation of problems and policies pertaining specifically to the area of finance.

[Mgt. 63-1 Marketing Research 4 sem. hrs. Not offered in 1973-74.]

The concepts and applications of marketing research are introduced through the marketing management approach. The course emphasizes basic methodology and the special techniques used in research procedures and their application to marketing, advertising and sales, questionnaire design, and product and survey techniques. Lectures, cases, field trips, and a project.

Mgt. 69-2 Advanced Management Seminar 4 sem. hrs.

Prereq.: Mgt. 20, 27, 28 or the core for the finance concentration or consent of the instructor.

Senior integrative seminar using case approach. Cases, presented by businessmen, are built upon actual situations in diverse types of organizations. Cases are selected to cover many areas of management and require knowledge of the analytical, behavioral, and conceptual areas of management. Free interchange of ideas between students and businessmen. *Baldwin, members of the Department*.

Mgt. 70-1, 2 Internship Credit to be arranged.

Prereq.: student must be in her senior year.

A one-semester internship program providing off-campus field experiences for students preparing for careers in management or finance. The experience may be in one of many different kinds of organizations, i.e., hospital, social agency, bank, store, government agency, or business firm. The assignment will be closely related to the student's needs and professional goals and will be planned with the instructor. The stu-

dent will spend approximately 25 hours a week on field work and concurrently take two courses at Simmons or another accredited college or work full-time for 16 semester hours credit. Applications must be filed before March 1, 1973 for the 1973-74 school year. *Baldwin.*

Post-Baccalaureate Programs Leading to a Diploma:

The Department offers a one-year program for graduates of approved colleges whose undergraduate programs have been largely academic. The program permits concentrated study in management, retailing, or finance, and leads to the Diploma in Management. A total of 32 semester hours of work is required, of which 24 semester hours must be taken in the field of concentration. The program of each student is planned in consultation with the Chairman of the Department, and may include any courses for which prerequisites are satisfied. A typical program for a student concentrating in management, for example, might include such courses as the following:

Management 20	Financial Accounting
Management 27	Dynamics of Management
Management 28	Business and Its Environment
Management 38	The Law and Society
Management 47	Organizational Behavior
Management 56	Personnel Administration
Management 69	Management Seminar

Electives: four semester hours

The flexibility of the program permits the selection of courses to meet varying objectives of individual students.

A student who wishes to concentrate in retailing or finance may select, in consultation with the Chairman, specialized courses in these fields. Such programs would include most of the courses required of undergraduates.

Faculty

Woodrow W. Baldwin, Ed.D. *Professor of Management and Chairman of the Department of Management*

Leo John Parente, Ph.D. *Professor of Accounting and Finance*

Margaret Hennig, D.B.A. *Associate Professor of Management*

Bruce W. Warren, M.B.A. *Assistant Professor of Management*

Charles A. Coverdale, M.B.A. *Assistant Professor of Management*

Patricia R. Gillen *Secretary for the Department of Management*

Associates, 1972-1973

David L. Barrett *Associate in Management*
Teamsters Joint Council-New England

Donald E. Coverdale, M.Ed. *Associate in Management*
Amherst Middle School

Robert F. Giroux, S.B. *Associate in Management*
Harvard University

Barry Grieff, M.D. *Associate in Management*
Harvard Business School

Charles P. Jones, M.B.A. *Associate in Management*
Jordan Marsh Company

R.G. Larsen, B.S.M.E. *Associate in Management*
Texas Instruments, Inc.

William Libby, A.B. *Associate in Finance*
Tucker, Anthony, & R.L. Day, Boston

John Sisko *Associate in Finance*
Dean Witter & Company, Inc.

Mildred Ravenell, J.D., LL.M. *Associate in Management*
Director of Admissions, Boston University Law School

William Willier, A.B., J.D. *Associate in Management*
Boston College Law School

Gil Wolpe, M.B.A. *Associate in Management*
Federal Reserve Bank of Boston



The Prince Program in Retail Management

The Prince Program in Retail Management is a special program within the undergraduate curriculum of Simmons College. Consisting of three sequential courses and a full semester senior internship, it must be selected in addition to another concentration. The program does not, in itself, constitute a concentration. It may be selected in addition to any concentration of the student's own interest, and it is particularly compatible with such closely related subjects as management. As a separate program, the Prince Program in Retail Management prepares young women to enter retail management careers in business and other organizations with adequate preparation to sustain a beginning career. Long term careers in management might require later in-depth graduate study.

Each course in the Prince Program relates to each other course and, consequently, following the introductory course students choosing to enter the program are expected to complete the entire program including the full semester internship in the senior year. The first course, Retail Management 20, may be taken by itself. All courses will include both breadth and depth materials and will be organized around specific managerial concepts. The program's courses will be sequential in nature and thus should be taken in their specific order. All students entering the Prince Program are encouraged to have broad liberal arts programs and to complete Economics 21 and Economics 22 as basic preparation for the program.

Program

Recommended prerequisites: Economics 21 and 22.

Requirements

Retail Management 20	Exploring the Retail Environment
Retail Management 30	Quantitative Data as a Tool for Retail Decisions
Retail Management 40	Seminar in Retail Management

Selected Electives

Retail Management 70	Internship
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The program is anxious to meet the needs of the individual student through adaptable program planning and internship placement. Students who may be interested in the possibilities of retailing as a career should consult the Director.

Courses

Retail Management 20 Exploring the Retail Environment 4 sem. hrs.

An introduction to the retailing organizations. Application of concepts and theories of management and behavioral and organizational theory to key reference groups in retailing: consumers, salesforce, buyers, managers, and service units. Exploration of career patterns and the relevant educational and organizational preparation for man-

agement careers in retailing. Use of management cases and games, simulation techniques, and field study. *Long.*

Retail Management 30 Quantitative Data as a Tool for Retail Decisions 4 sem. hrs.

The quantitative knowledge, skills, and tools to manage a retail business. This course identifies the need for quantitative materials and teaches the methods for data gathering, data analysis, and the use of such data for improving the quality and reducing the risk of decision-making. Applications to consumer research, market research, the buying function, inventory systems and control, and retail decision-making. Cases and laboratory simulation. *Long.*

Retail Management 70 Internship 12 sem. hrs.

Under the joint direction of a business executive and a Simmons faculty member, the student will hold a responsible position in an area of retail management of her own choosing, either in the Boston area or another location. In addition to fulfilling specific responsibilities to the organization, she will also undertake certain goals in educational research, to be determined by herself and her adviser.



Department of Mathematics

The increasing complexity and quantification of our society has made mathematics important to people trying to solve problems in such diverse fields as sociology, economics, physics, psychology, and biology. In addition, mathematics continues to appeal to many as an art form or game.

The concentration in mathematics is designed to provide a strong background as well as to expose students to the major areas of mathematics. By her choice of electives, a student may prepare herself for graduate school or for a career in teaching, statistics, business or scientific programming, or operations research.

Furthermore, many opportunities exist for students who are interested in mathematics and other disciplines. Interdepartmental majors exist with the Chemistry, Economics, Education, Management, Psychology, and Physics Departments. Other fields may also be combined fruitfully with mathematics. Students interested in joint concentrations should consult with the chairmen of the departments involved.

Concentration in Mathematics

Requirements

Mathematics 10, 11, 22, 23, 24, and 25 (all normally completed by the end of the sophomore year); Mathematics 48; 12 more semester hours from mathematics courses numbered in the 30's and 40's; Mathematics 53. (Mathematics 53 is normally taken in the junior year, although students may take it earlier). The choice and timing of electives should be guided by the Department's *Handbook*, and must be approved by the student's adviser. With the approval of the chairman, a reading course (Mathematics 60) may be used as one of the three elective courses. There is an honors program in mathematics.

Independent Study. Mathematics 41, 46, and 48 require a large degree of independent work and may be used to fulfill the independent study requirement. In addition, the Mathematics Department has set up Mathematics 60 programs involving independent reading, programming projects, and running tutorials.

Courses

Math. 01-1, 2 Introductory Statistics 4 sem. hrs.

Prereq. : high school algebra.

Intended primarily for students in the biological, behavioral, or social sciences. Elementary principles of probability; binomial and normal distributions; sample statistics; estimation and testing of statistical hypotheses; non-parametric tests; linear regression and correlation. Does not count towards Departmental credit. *Members of the Department.*

Math. 02-1, 2 Finite Mathematics 4 sem. hrs.

Prereq. : high school algebra.

The language of mathematics; set theory and logic, introduction to relations and functions. Also proofs and the mechanics of proving elementary theorems; the philosophy of proof construction. Intended primarily for those who have been afraid of mathematics. Does not count toward Departmental credit. *Sankowsky.*

Math 03-1, 2 Introduction to Mathematics 4 sem.hrs.

Prereq. : consent of the instructor.

Number systems. Systems of Equations. Problem solving. *Sankowsky.*

Math. 10-1 Calculus I 4 sem. hrs.

Prereq. : trigonometry and coordinate geometry or consent of the instructor.

Review of analytic geometry. Limits. Differential calculus. Applications to maxima, minima, physical problems, etc. Introduction to use of computer terminals. See Note following *Mathematics 11* description. *Members of the Department.*

Math. 11-2 Calculus II 4 sem. hrs.

Prereq. : Math. 10 or equivalent.

Integral calculus and applications to area, etc. Transcendental functions. Techniques of integration. Polar coordinates. Improper integrals. *Members of the Department.*

NOTE: Students who are taking *Physics 12, 13* concurrently may elect to enroll in a special combined section of the two courses for a total of eight or 16 semester hours, which will cover all the material in *Mathematics 10, 11* and *Physics 12, 13*, as well as topics in the philosophy of science such as the nature of mathematical and physical truth and deductive and inductive inference. Interested students should consult the chairmen of the two departments.

Math. 22-1 Linear Algebra 4 sem. hrs.

Prereq. : sophomore standing or consent of the instructor.

Real vector spaces. Linear transformations. Inner products. Matrix theory and determinants. Applications. Selected topics from complex vector spaces, dual spaces, differential operators, etc. *Garberson.*

Math. 23-2 Algebraic Structures 4 sem. hrs.

Prereq. : Math. 22.

Set theory and basic number systems. Groups, rings, integral domains, and fields. Prime decomposition of integers. Selected topics from field extensions, Sylow groups, and ring theory.

Math. 24-1 Calculus III 4 sem. hrs.

Prereq. : Math. 11 or equivalent.

Vectors in 3-D space. Elementary analytic geometry of curves and surfaces in three dimensions. Partial derivatives. Double integrals. *Browder.*

Math. 25-2 Calculus IV 4 sem. hrs.

Prereq. : Math. 24.

Multiple integration. Line and surface integrals. Infinite series and Taylor's theorem. Ordinary differential equations. Fourier series. *Browder.*

Math. 30-1 Probability Theory 4 sem. hrs.

Prereq. : Math. 24.

General probability distributions. Moments and moment generating functions. Transformation of variables. Addition and limit theorems. Stochastic processes. *Goldman.*

Math. 31-2 Mathematical Statistics 4 sem. hrs.

Prereq. : Math. 30.

Point and interval estimation. Principles of estimation. Tests of hypotheses. Neyman-Pearson theory. Likelihood ratio tests. Sequential tests. Non-parametric tests. Decision functions. Bayes solutions. *Goldman.*

Math. 32-1 Topics in Geometry 4 sem. hrs.

Prereq. : Math. 11 and 22.

Offered at Emmanuel College as Math. 318.

A selection of topics from projective geometry, affine geometry, Euclidean and non-Euclidean geometries, inversive geometry. *Keezer.*

[Math 37-2 Topics in Algebra 4 sem. hrs. Not offered in 1973-74.]

Prereq. : Math. 23.

Content varies from year to year. Topics will be chosen from Galois theory, ring and module theory, number theory, theory of group representations, and homological algebra.

Math. 41-1 Numerical Methods 4 sem. hrs.

Prereq. : Math. 22, 25, and 53.

Numerical solutions of polynomial equations. Differences and interpolation. Numerical differentiation and integration. Extensive programming. *Michaud.*

Math. 43-2 Complex Variables 4 sem. hrs.

Prereq. : Math. 22 and 25.

Complex number system. Analytic functions, differentiation and the Cauchy-Riemann equations. Complex integration. Taylor and Laurent series and residues. Conformal mapping. *Garberson.*

Math. 46-2 Elementary Topology 4 sem. hrs.

Prereq. : Math. 22 and 25.

Topological spaces. Connectedness and compactness. Limits and continuity. Separation and countability axioms. Metric spaces. Completeness. *Garberson.*

Math. 48-1 Introduction to Real Analysis-I 4 sem. hrs.

Prereq. : Math. 22 and 25.

Preliminary discussion of set theory. The set of real numbers. Sequences and series. Elementary topology of the real line. Continuity of functions of a real variable. *Browder.*

Math. 49-2 Introduction to Real Analysis-II 4 sem. hrs.

Prereq. : Math. 48.

Continuity and differentiability of functions of a real variable. Spaces of continuous functions. Measure theory and introduction to Lebesgue integration. *Browder.*

Math. 51-2 Mathematics of Decision-Making 4 sem. hrs.

Prereq. : Math. 01 or consent of the instructor.

Applications of statistics to managerial, behavior science, and social science problems. Bayesian statistics. Game theory. Introduction to linear programming. Extensive use of computer terminals to solve problems. Does not count towards mathematics concentration. *Michaud.*

Math. 53-1 Introduction to Fortran IV Programming 4 sem. hrs.

Introduction to machine language and organization of digital computers. Assembly and compilation. Detailed description of Fortran IV, including use of conditional statements, logical and array variables, functions, and subroutines. Fortran exercises run in both batch and time-sharing modes. *Cornew.*

Math 54-2 Systems Programming 4 sem. hrs.

Prereq. : Math. 53.

Computer organization, modules, and architecture; programming systems including construction of assemblers, compilers, and operating systems with examples from OS360. Special topics such as computer graphics as time permits. Does not count towards mathematics concentration. *Cornew.*

Math. 55-2 Statistics in Research 4 sem. hrs.

Prereq. : Math. 01. Junior standing or consent of the instructor.

A study of the major types of statistical data analysis in the context of quasi-experimental designs, observational studies, and sample surveys. Special emphasis will be placed on the relationship between the collection and analysis of data. *Goldman.*

Math. 60 Independent Study

Members of the Department.

Math. 65 Directed Study

Members of the Department.

Faculty

Margaret Schoenberg Menzin, Ph.D. Associate Professor of Mathematics and
Chairman of the Department

David S. Browder, Ph.D. Assistant Professor of Mathematics

Robert N. Goldman, Ph.D. Assistant Professor of Mathematics

Richard O. Michaud, Ph.D. Assistant Professor of Mathematics

Daniel A. Sankowsky, Ph.D. Assistant Professor of Mathematics

John D. Garberson, A.M. Instructor in Mathematics

Ronald W. Cornew, Ph.D. Lecturer in Mathematics

Department of Nursing

The concentration in nursing consists of six courses, five of which have clinical field work experience. A broad background in the arts and sciences with the concentration in nursing serves as a foundation for a variety of careers in professional nursing. The curriculum is designed to prepare graduates for practice in the many settings in which health services are provided. Among these are community health agencies and programs, clinics, hospitals, and extended-care facilities. Students in the concentration may select electives in other departments to allow depth of concentration in more than one area; this may lead to a dual concentration. Students who choose to combine concentrations should discuss their plans early in the college career.

This program is accredited by the National League for Nursing. The Department is an agency member of the Council of Baccalaureate and Higher Degree Programs of the National League for Nursing.

Graduates are eligible to write the licensing examination given by the Board of Registration in Nursing, Commonwealth of Massachusetts. Satisfactory scores on this examination entitle the applicant to practice as a registered nurse. Graduates are awarded the bachelor of arts degree and qualify for admission to graduate schools offering advanced degrees in nursing.

Concentration in Nursing

Nursing concepts are presented sequentially in the five clinical nursing courses with clinical learning in health care agencies selected and guided by the faculty of the Department. Psycho-social concepts are a part of each course. It is an expectation of the Department that each student will complete a required experience that leads to an understanding of group behavior and activity. Several options will be offered throughout the program. A student must pass the clinical practice component of each course in order to receive a pass evaluation for the course.

The nature of the clinical facilities and resources available may make it necessary to limit the number of students in the nursing concentration.

Requirements

The required courses in the sciences and social sciences may be applied towards the College requirement for distribution and/or depth. The election of eight semester hours in the humanities will complete the distribution requirement. If the English and foreign language requirements must be met through the use of electives, it is advised that this be completed during the first and second years. Because of the sequential order of courses in the concentration, students interested in nursing are also advised to take the courses in chemistry and biology (see prerequisites) in the freshman year. Courses in the con-

centration in nursing are taken in the following sequence. Individual exceptions may be arranged with the advice and consent of the Department.

Health Science 50	Health Care Services and Public Policy
Nursing 26	Nursing I
Nursing 30	Nursing II
Nursing 32	Nursing III
Nursing 47	Nursing IV
Nursing 48	Nursing V

Prerequisites. Students must take Chemistry 11, Introductory Chemistry: Inorganic and Physical, and Chemistry 12, Introductory Chemistry: Organic, or Chemistry 13, Principles of Chemistry, and Chemistry 12, Introductory Chemistry: Organic; Biology 13, Adaptations of Animals; Biology 22, Human Anatomy; Biology 21, Microbiology; and Biology 34, Physiology, by the end of the second year. It should be noted that some of these courses have pre-requisites. Psychology 20, Introduction to Psychology, Psychology 35, Developmental Psychology, and a sociology course must be completed by the end of the third year.

Students in the Department of Nursing should anticipate the following approximate expenses in addition to their basic fees: uniforms, \$150; transportation to clinical settings, \$250.

Courses

[N10-1 Society and Health 4 sem. hrs. Not offered in 1973-74.]

Historical and philosophical foundations of health care and the influence of society upon the development of the health professions. Discussion of theoretical concepts of professional practice. Independent study included. *Members of the Department.*

N26-2 Nursing I 8 sem. hrs.

Prereq.: Bio. 13, and Chem. 11, 12 or Chem. 13, 12. Prereq. or concurrent: Bio. 21, 22, 34 and H.S.50.

Philosophy, concepts, and principles related to care of mothers and infants.

Introduction to fundamentals of nursing care. Clinical learning selected to provide opportunities for application of theoretical knowledge. *Members of the Department.*

N30-1 Nursing II 8 sem. hrs.

Prereq.: N26.

Theory and practice related to the professional nurse role in the promotion of health, prevention of illness, and rehabilitation of children and adults. The student will have practice in assessing the health needs of individual patients and through problem solving will arrive at appropriate nursing interventions. A variety of settings will be utilized for clinical experience. *Members of the Department.*

N32-2 Nursing III 8 sem. hrs.

Prereq.: N30. Prereq. or concurrent: Psych. 20, Psych. 35, sociology.

Study of nursing care problems related to major pathophysiological conditions of adults and children. Intervention demonstrating the concepts of family-centered care during the crisis of hospitalization; continuity of care and rehabilitation will be studied

and practiced. Opportunities provided to practice nursing care of increasing depth, complexity, and independence. *Members of the Department.*

N47-1 ; 48-2 Nursing IV ; Nursing V 6 sem. hrs. each

Prereq. : N32; N47 is prerequisite for N48.

A two-semester course promoting investigation of community programs and methods of nursing intervention established to meet health needs of the public. Theory and practice related to the nurse's therapeutic use of self with individuals, families, and groups in the home and in mental health and community health facilities are stressed in both semesters. Second semester adds a team approach to the study of a community's health problem. *Members of the Department.*

N44-1, 2 Integrative Seminar 4 sem. hrs.

Opportunity to associate knowledge and principles from general education and nursing to topics relevant to the group. Independence, self-direction, and understanding of processes of group interaction are stressed. *Members of the Department.*

N46-1, 2 Independent Study 4-8 sem. hrs.

Prereq. : consent of the Department.

Opportunity to study an issue or topic in nursing which is of significant interest to the student. Analytic and critical approaches utilized in order to clarify and develop basic ideas. *Members of the Department.*

Health Science 50-1 Health Care Services and Public Policy 4 sem. hrs.

Enrollment: limited to upperclassmen.

Designed to explore the effect of current trends in governmental, social, and economic policy upon the health care delivery system. Examination of changes in national policy will provide clues to current and future developments in the health care field. The impact of these factors upon providers, consumers, payment mechanism, manpower needs, service content, and quality control methods will receive specific consideration. *Caso.*

Faculty

Elaine Church Hubbard, Ed.D. *Associate Professor of Nursing and Chairman of the Department of Nursing*

Alice Marie Hosack, M.A., D.S. in Hyg. *Professor of Nursing*

Ruth Jeanette Solberg, M.S.N. *Associate Professor of Nursing*

Marjorie Burrill Keazirian, M.S. *Associate Professor of Nursing*

Ann Elizabeth Lord, M.S. *Associate Professor of Nursing*

Lois Estella Schoppee, M.S. in Ed. *Associate Professor of Nursing*

Phyllis Parnes Moore, D.N.Sc. *Associate Professor of Nursing*

Shirley Ann George, M.S. *Assistant Professor of Nursing*

Helen Chorak McLaughlin, M.S. *Assistant Professor of Nursing*

Linda Charnes, M.N. *Assistant Professor of Nursing*

Sandra Goossen Mott, M.S. *Special Instructor in Nursing*

Department of Nutrition

The Department of Nutrition offers undergraduate concentrations in preparation for a variety of positions open to the college graduate professionally trained in the fields of nutrition and dietetics, or for graduate work in these areas. Career opportunities in dietetics include positions in acute and long-term health care facilities, ambulatory care establishments, voluntary and official health agencies, schools of nursing (teaching dietetics), college and school food services, and industrial and commercial organizations.

Positions in business, laboratories, and community health agencies are available to the young woman whose undergraduate preparation has emphasized foods, nutrition, and the biological sciences. In some cases, a year of graduate study is required in order to become qualified for these fields.

Concentration in Dietetics

Students who plan to apply for a dietetic internship accredited by the American Dietetic Association should take the following program :

Nutrition 101-1, 2	Introduction to Foods
Nutrition 102-2	Advanced Foods
Nutrition 111-1, 2	Introduction to Nutrition
Nutrition 113-1	Advanced Nutrition
Nutrition 115-2	Medical Nutrition
Nutrition 251-1	Quantity Food Administration

In addition, the following science courses are required and should, if possible, be completed by the end of the second year :

Chemistry 11	Introductory Chemistry : Inorganic and Physical
Chemistry 12	Introductory Chemistry : Organic
Chemistry 23	Introductory Chemistry : Biological
Biology 13	Adaptations of Animals
Biology 21	Microbiology
Biology 34	Physiology

The following courses are also required and may be taken at any time :

Education 105	Philosophy of Education
or	
Psychology 20	Introduction to Psychology
or	
Education 175	Curriculum and Methods in the Teaching of Nutrition and Home Economics
Management 27	Dynamics of Management
or	
Management 47	Organizational Behavior
Management 56	Personnel Administration

and at least one of the following :

Management 20	Financial Accounting
Management 37	Behavioral Implications for Women in Management
Management 38	The Law and Society
Management 57	Labor Relations
Education 137	Family Relations
or	
Sociology 25	Family and Kinship Systems
Mathematics 01	Introductory Statistics

Concentration in Foods and Nutrition

Students who plan to pursue graduate work in these fields should take the following program :

Nutrition 101-1, 2	Introduction to Foods
Nutrition 102-2	Advanced Foods
Nutrition 111-1, 2	Introduction to Nutrition
Nutrition 113-1	Advanced Nutrition
Nutrition 115-2	Medical Nutrition
Chemistry 11	Introductory Chemistry: Inorganic and Physical
Chemistry 12	Introductory Chemistry: Organic
Chemistry 23	Introductory Chemistry: Biological
Biology 13	Adaptations of Animals
Biology 21	Microbiology
Biology 34	Physiology
Education 137	Family Relations
or	
Sociology 25	Family and Kinship Systems
Mathematics 01	Introductory Statistics

Recommendations for Concentrations in Both Dietetics, and Foods and Nutrition

Students should carefully plan their program to include selections from the following :

Nutrition 121-1	Consumer Education
Nutrition 131-2	Introduction to Clinical Dietetics
Nutrition 137-2	Introduction to Community Nutrition
Health Science 50-1	Health Care Services and Public Policy
Biology 36	Genetics
Biology 47	Host-Parasite Relationships
Biology 52	Endocrinology
Chemistry 01	Computer Appreciation / Basic Programming
Chemistry 13	Principles of Chemistry
Chemistry 26	Analysis and Equilibrium
Chemistry 32	The Equilibrium State
Chemistry 47	Biochemistry

Economics 21	Principles of Economics
Economics 22	Principles of Economics
Mathematics 10	Calculus I
Mathematics 11	Calculus II
Mathematics 24	Calculus III
Physics 10	Introductory Physics
Sociology 36	Sociology of Urban Regions

Required Individual Study or Seminar

The degree requirement of eight hours individual study or senior seminar may be met by Nutrition 141 or 151, or any seminar offered by the Department; individual study or field work, or an appropriate seminar in another department may be approved by the Department of Nutrition.

Interdepartmental Concentration

Students who pursue a concentration in nutrition may combine it with a meaningful sequence of courses in other areas of study offered in the College. For example, a concentration in nutrition may be combined with courses in biology, chemistry, education, management, and/or sociology.

Courses

Ntr. 101-1, 2 Introduction to Foods 4 sem. hrs.

Enrollment: not open to first-semester freshmen.

Application of scientific principles to food preparation. Meal management as influenced by food costs, nutritive and aesthetic values, available time, and sociological patterns. Laboratory coat required. *Dugger.*

Ntr. 102-2 Advanced Foods 4 sem. hrs.

Prereq.: Nutrition 101.

Critical analysis of recent developments in food production, preservation, and preparation; including economic, scientific, aesthetic, and sociological implications. An appraisal of world food patterns. Laboratory emphasis on professional standards and procedures for evaluating food products. Selected reading. Independent project in area of specific interest. Laboratory coat required. *Dugger.*

[Ntr. 103-1 Demonstration Techniques 4 sem. hrs. Not offered in 1973-74.]

Prereq.: Nutrition 101.

Observation, discussion, and presentation of food demonstrations. Emphasis on effective techniques.

[Ntr. 105-2 Experimental Foods 4 sem. hrs. Not offered in 1973-74.]

Prereq.: Chem. 11 and Nutrition 102.

Physical and chemical factors affecting the quality of cooked food, including analysis of standard recipes and procedures. Review of recent research in foods. Independent research projects.

Ntr. 111-1, 2 Introduction to Nutrition 4 sem. hrs.

Enrollment: not open to first-semester freshmen.

The fundamentals and recent developments in the science of nutrition as they relate to food selection and to the needs of individuals and groups; the relation of nutrition to health. Readings in scientific sources. *Abbott.*

Ntr. 113-1 Advanced Nutrition 4 sem. hrs.

Prereq. : Biol. 34, Chem. 23, Nutrition 111, or consent of the instructor.

Metabolic fate of nutrients. Analysis of dietary criteria. Nutrition histories. Physiological and socioeconomic causes of primary nutritional failure. Assessment of nutritional status. *Mason.*

Ntr. 115-2 Medical Nutrition 4 sem. hrs.

Prereq. : Nutrition 113.

Nutritional needs and treatment of both acute and chronically ill patients. Methods of planning, meeting, and evaluating nutritional and dietary requirements under stress. Laboratory coat required. *Collins.*

Ntr. 121-1 Consumer Education 4 sem. hrs.

Exploring relevant problems of contemporary consumers including behavior, financial management, market selection, credit, and legislative protection. Attention given to current problems in the field of nutrition such as nutrient labeling. *Bevacqua.*

Ntr. 231-2 Introduction to Clinical Dietetics 4 sem. hrs.

Prereq. : Nutrition 101 and 111.

An introductory course in the practice of clinical dietetics, including methods in patient interviewing and dietary history evaluation. Laboratory coat and name pin required. *Mason.*

Ntr. 235-1, 2 Field Experience in Nutrition 4 sem. hrs. in either or both semesters

Prereq. : consent of the Department.

Individual field experience in one of the two concentrations in the Department. *Members of the Department.*

Ntr. 237-2 Introduction to Community Nutrition 4 sem. hrs.

Prereq. : Ntr. 113 or consent of the Department.

The focus of this course is nutrition service in community agencies, with emphasis on student experience in field work. Course content covers concepts, methods and implementation of clinical nutrition service, use of community resources, and the scope of professional responsibilities. *Packard, Palombo.*

Ntr. 241-1, 2 Individual Study in Nutrition 4-8 sem. hrs. in either or both semesters

Prereq. : consent of the Department.

Individual study in one of the areas of nutrition. *Members of the Department.*

Ntr. 245-2 Senior Seminar in Nutrition Literature 4 sem. hrs.

The seminar is devoted to the interpretation and evaluation of the research literature in nutrition and dietetics. The specific objectives for the student are to develop and/or increase the ability to evaluate and interpret research literature; to plan and lead an organized discussion on a specific topic related to the discipline; to participate in the presentation of other student discussions; and to add to the knowledge of the discipline. *Mason.*

[Ntr. 246-1 Senior Seminar in Nutrition and Deprivation 4 sem. hrs. Not offered in 1973-74.]

An examination of a particular problem in nutrition as it relates to social, economic, and/or geographical deprivation. Variables exercising effects on food availability and resultant nutrient intake will be examined in depth. The student is expected to do research in preparation for the presentation of a paper to be discussed in the group seminar. *Abbott.*

Ntr. 251-1 Quantity Food Administration 4 sem. hrs.

Prereq.: Nutrition 101 and 111 or consent of the instructor.

Quantity food production and purchasing; selection and maintenance of equipment; layouts. Analytic approach to problems of food service administrators. Field trips to wholesale markets; food purveyors; kitchens and dining halls in colleges, hospitals, hotels, restaurants, and school lunchrooms. Weekly seminar. Cost of transportation and meals when on field assignments, approximately \$25. Laboratory coat required.

Health Science 50-1 Health Care Services and Public Policy 4 sem. hrs.

Enrollment: limited to upperclassmen.

Designed to explore the effect of current trends in governmental, social, and economic policy upon the health care delivery system. Examination of changes in national policy will provide clues to current and future developments in the health care field. The impact of these factors upon providers, consumers, payment mechanisms, manpower needs, service content, and quality control methods will receive specific consideration. Caso.

Faculty

Diana Ballin Abbott, A.M., M.P.H. *Associate Professor of Nutrition and Chairman of the Department of Nutrition*

Marion Mason, Ph.D. *Professor of Nutrition*

Katherine Mary Bevacqua, M.S., M.Ed. *Associate Professor of Family Economics*

Eva King Dugger, M.S. *Instructor in Foods and Nutrition*

Mary Ellen Collins, M.Ed. *Special Instructor in Nutrition*

Janet Packard, B.S. *Special Instructor in Nutrition*

Ruth Palombo, M.S. *Special Instructor in Nutrition*

Joint Appointments

Eleanor Jerner Gawne, Ed.D. *Professor of Home Economics Education*

Associates

Bertlyn Bosley *Nutrition Consultant*

Pan American Health Bureau, Washington, D.C.

Elizabeth Kingsbury Caso, M.S., M.P.H. *Associate in Public Health Administration*

Department of Public Health, Hospital Facility Division, Commonwealth of Massachusetts

Jane Deckert, A.M. *Associate in Institutional Administration*

Peter Bent Brigham Hospital, Boston

Louise Hatch, S.B. *Associate in Institutional Administration*

Massachusetts General Hospital, Boston

Lorraine Mary Jacoby, A.M. *Associate in Institutional Administration*

Beth Israel Hospital, Boston

Andromache Sismanides, M.P.H. *Nutrition Consultant*

International Maternal and Child Health Services and Mental Health Administration, Agency for International Development, U.S. State Department, Washington, D.C.

In January, 1973 the Simmons College Corporation approved the name change of the Department of Home Economics to the Department of Nutrition.

Selected courses previously offered in the Department of Home Economics will continue to be offered, for an unspecified period of time. The concentration in consumer services will be available for students presently enrolled in the College (1973-74). The

concentration will not be offered for members of the class of 1977. Students interested in child development and home economics education should consult with the Department of Education.

Concentration in Consumer Services

Students who plan to pursue careers related to the field of consumer services should take the following program:

Home Economics 20	Clothing and Design
Home Economics 21	Textiles
Home Economics 34	Home Management
Home Economics 59	Field Experience in Home Economics (to be announced)
Home Economics 60	Individual Study in Home Economics (to be announced)
Psychology 35	Developmental Psychology
Education 137	Family Relations
Nutrition 101-1, 2	Introduction to Foods
Nutrition 111-1, 2	Introduction to Nutrition
Nutrition 121-1	Consumer Education
Home Economics 30	Advanced Clothing and Design
or	
Nutrition 102-2	Advanced Foods

Courses

See the Department of Education's description of the master's program in home economics education for additional course offerings.

[H. Ec. 18-1, 2 Clothing and Man 4 sem. hrs. Not offered in 1973-74.]

Social-psychological aspects of clothing including motivation, symbolism, conformity, individual values, and attitudes. Fashion as a social and economic force is considered with its influences on production, distribution, and consumption of textiles and clothing. The role of the consumer, buying habits and practices, emphasizing recognition of clothing quality and workmanship including fiber, fabric, and garment construction.

H. Ec. 20-1 Clothing and Design 4 sem. hrs.

The adaptation of standard patterns to individual proportions, flat pattern designing, and application of principles of design and construction in making garments. A critical study of aesthetic principles in relation to clothing.

[H. Ec. 21-2 Textiles 4 sem. hrs. Not offered in 1973-74.]

Natural and man-made fibers, yarns, construction methods, design, and finishing agents, as related to selection and care of fabrics. Comparative studies of quality for various end uses. Field trips to museums, mills, and textile research laboratories.

[H. Ec. 22-1 Design 4 sem. hrs. Not offered in 1973-74.]

Developing visual sensitivity. Appreciation of design elements in contemporary environment, including architecture and industrial and interior design. Illustrated lectures and discussions, field trips, and creative work combine to increase responsiveness to contemporary art. Opportunity for individual study in specific areas of interest.

H. Ec. 30-2 Advanced Clothing and Design 4 sem. hrs.

Fundamentals of clothing design terminating in the design and construction of tailored suits and coats. Custom tailoring techniques.

H. Ec. 34-1 Home Management 4 sem. hrs.

Philosophies of management and utilization of family resources as related to stages of the family cycle; housing and household equipment. Independent research. *Bevacqua.*

H. Ec. 59-1, 2 Field Experience in Home Economics 4 sem. hrs. in either or both semesters

Prereq. : consent of the Department.

Individual field experience in one of the areas of home economics. *Members of the Department.*

H. Ec. 60-1, 2 Individual Study in Home Economics 4-8 sem. hrs.

Prereq. : consent of the Department.

Individual study in one of the areas of home economics. *Members of the Department.*



Department of Philosophy

The Philosophy Department offers both a concentration in philosophy, designed for the student who may wish to do graduate study, and an inter-departmental concentration for the student who may wish to relate her study of philosophy to concentrated work in a specialized subject area.

Either course of study should provide the student with critical understanding of ideas and methods of philosophical thinking and should prepare the way for graduate study not only in philosophy, but also, for example, in law, theology, public affairs, and education.

Concentration in Philosophy

The concentration in philosophy is composed of 28 semester hours of philosophy, including eight semester hours of independent study, distributed among four divisions:

- I. Introductory Courses
- II. Interdisciplinary Courses
- III. Historical Courses
- IV. Advanced Seminars and Independent Research

The student will work out the best sequence of courses with her adviser. The interdepartment concentration consists of 20 semester hours of courses and an approved concentration in another area.

Courses

Division I: Introductory Courses

Phil. 20-1 Problems of Philosophy 4 sem. hrs.

Introduction to the perennial problems of philosophy: ethics, metaphysics, religion, theories of knowledge. *Ochs, Rhodes.*

Phil. 21-1 Philosophy of Religion 4 sem. hrs.

Examination of the meaning, value, and presuppositions of religious belief, with special emphasis upon the Judaeo-Christian tradition. *Ochs.*

Phil. 21-2 Philosophy of Religion 4 sem. hrs.

An analysis of Hume's attack on rational theology. Examination of several alternatives to the traditional forms of Western religion. Stress will be placed on the relations which hold among the concepts of the self, experience, and the Divine. Hume, Kierkegaard, Buber, William James, Zen Masters. *Gottlieb.*

Phil. 22-1 Modern Logic 4 sem. hrs.

A general introduction to logic, emphasizing basic structures and recurring problems within selected classical and modern forms of deductive and inductive inference. *Park.*

Division II: Interdisciplinary Courses

Prereq.: 4 sem. hrs. in philosophy or consent of the instructor.

Phil. 30-1 Ethics 4 sem. hrs.

An examination of the concepts of right and good and of some of the major ethical theories in an attempt to discover what it is to be a moral person. Can morality be taught? *Rhodes.*

Phil. 32-2 Philosophy of Art 4 sem. hrs.

No prerequisite.

Philosophical examination of the meaning of the major concepts in aesthetics such as "beauty" or "greatness." Examination of the question of how the value of artistic work is to be judged. Illustration will be made by use of movies and slides of actual works of art. *Park.*

Phil. 33-1 Oriental Philosophy 4 sem. hrs.

Critical reconstruction of metaphysics implicit in Taoist writings and Zen Buddhist theory. Systematic reconstruction of political philosophy and ethics implied in Confucianism. Constant attempt to compare these philosophical thoughts with Western philosophy will be made. *Park.*

Phil. 34-2 Philosophy of Science 4 sem. hrs.

The nature of scientific thought as distinguished from non-scientific knowledge—its methodology, its aesthetics. *Park.*

Phil. 36-2 Philosophy of Human Nature 4 sem. hrs.

Critical study of selected theories of man and his place in nature. Naturalism, idealism, existentialism. *Park.*

Phil. 37-2 Philosophy of Mind 4 sem. hrs.

An examination of some of the major concepts and problems, including aggression, guilt, the unconscious, dualism, freedom and responsibility, therapy. *Rhodes.*

Division III: History Courses

Prereq.: 4 sem. hrs. in philosophy or consent of the instructor.

Phil. 40-1 History of Philosophy I: Presocratics to Ockham 4 sem. hrs.

No prerequisite.

Plato and his precursors; Aristotle and his followers. *Rhodes.*

[Phil. 41 History of Philosophy II: Bacon to Kant 4 sem. hrs. Not offered in 1973-74.]

The rationalists and empiricists: the tradition they attack, the concepts they introduce, their critics.

Phil. 45-1 Existentialism 4 sem. hrs.

An examination of major existential philosophies such as those of Kierkegaard and Sartre, with emphasis on their significance to the contemporary world. *Park.*

Phil. 47-2 History of Philosophy III: Nineteenth-Century Philosophy 4 sem. hrs.

Examination of some of the major themes of nineteenth-century philosophy: history, revolution, scientific knowledge, subjectivity. How each author provides a rational justification for an ideological stance. Hegel, Marx, Kierkegaard, Nietzsche, J.S. Mill, C.S. Pierce. *Gottlieb.*

Division IV : Advanced Seminars and Independent Study

Prereq. : 8 sem. hrs. in philosophy or consent of the instructor.

Phil. 52-2 Philosophy in Literature 4 sem. hrs.

Philosophic theme of personal identity and its relation to madness in literary works of writers including V. Woolf, Lessing, Vonnegut, Shakespeare. *Rhodes.*

[Phil. 54-2 Metaphysics 4 sem. hrs. Not offered in 1973-74.]

Sustained study of various conceptions of the nature of reality.

Phil. 56-1 Special Problems in the Philosophy of Religion 4 sem. hrs.

1973: Genesis. An intensive examination of the *Book of Genesis*, in an attempt to understand it as cosmology, myth, ethical grounding, and psychological truth. *Ochs.*

[Phil. 58-2 Special Philosophical Studies 4 sem. hrs. Not offered in 1973-74.]

A course, the content of which is determined from time to time by members of the Department.

Phil. 60-1, 2 Independent Study 4 sem. hrs.

Prereq. : consent of the instructor.

Sustained examination of a topic not covered in the regular course offerings. *Members of the Department.*

Phil. 65-0 Senior Thesis and Seminar 8 sem. hrs.

Prereq. : consent of the instructor.

Directed writing of a thesis and participation in a seminar which serves as a forum where students can present the ongoing results of their research to their fellow philosophy majors. *Members of the Department.*

[Phil. 73 Philosophy Seminar 4 sem. hrs. Not offered in 1973-74.]

Prereq. : consent of the instructor.

Semester-long examination of a philosophical problem by students in small student-led groups under the supervision of a member of the Philosophy Department.

Faculty

****Carol Rebecca Ochs, Ph.D.** Associate Professor of Philosophy and Chairman of the Department of Philosophy

Ynhui Park, Ph.D. Associate Professor of Philosophy

Margaret Rhodes, Ph.D. Assistant Professor of Philosophy

Roger Gottlieb Special Instructor in Philosophy

****On sabbatical leave, 2nd semester, 1973-74**

Physical Education

Phys. Ed. 10-0 Physical Education For First-Year Students *Non-credit*

Participation in two hours a week of physical education is required of all first-year students. An adapted program to meet the needs of individuals with medical restrictions is arranged in cooperation with Health Services.

A course in Fundamentals of Physical Education, Dance Fundamentals, Modern Dance, or Swimming is required for one period of the first semester. Fundamentals of Physical Education is designed to help each student understand and apply the basic principles of efficient movement, and to evaluate her own status with regard to posture, fitness, and motor skill. Dance Fundamentals and Modern Dance, either of which may be elected instead of Fundamentals of Physical Education, emphasize techniques for improving quality of movement in general through the medium of creative dance.

The remainder of the freshman requirement is fulfilled through courses which provide opportunities for each student to acquire or improve skill in activities of her choice which she can enjoy during and after college. The courses scheduled during the two semesters are dance (folk, country, and square; modern), sports (archery, badminton, basketball, bowling, fencing, golf, horseback riding, sailing, skating, skiing, swimming, tennis, volleyball), art of self defense, conditioning activities, figure and fitness workshops, recreation leadership, and weight control.

Additional instructional classes in seasonal sports are offered during the fall and spring terms. Students may enroll in any of these classes in addition to the two hours required in the regular program. *Olmstead, Berley, Staley.*

Physical Education for Upperclass Students

While there is no requirement in physical education beyond the first year, upperclass students may, within the limitations of available time and space, elect courses from the regular freshman program, and are encouraged to participate in the dance and sports activities sponsored by the Department in cooperation with the Simmons Recreation Association.

Faculty

Doris Emery Olmstead, Ed.M. *Associate Professor of Physical Education and Director of Physical Education*

Helaine Berley *Special Instructor in Dance*

Mary Staley, B.S. *Special Instructor in Physical Education*

Department of Physics

Physics probes the basic laws governing the physical universe, from the realm of the galaxies to the sub-atomic microcosm. Its fundamental principles apply to these worlds, and to chemical and biological systems as well. The subfields of physics (such as optics, electromagnetism, nuclear physics) provide an understanding of the phenomena of our physical environment, and underlie the common technology which increasingly forms part of that environment.

The physics curriculum is designed to give physics concentrators a strong preparation in the various sub-fields of physics, and to allow concentrators in other sciences to pursue the application of physical principles to their own fields of study. Physics concentrators prepare for careers in teaching or research; graduate study is required for college teaching and senior research positions.

The physics courses are divided into three levels; introductory (with course numbers below 20), intermediate (numbered in the 20's), and advanced (numbered in the 30's). Physics 10, 11, and 15 are designed as introductory courses for non-science students, and for science students with little mathematical preparation. Also for non-science students are introductory courses in astronomy and geology. Physics 12, 13 is the beginning course for science concentrators. At a somewhat higher level and more mathematical than the other introductory courses, it is a prerequisite to the intermediate and advanced courses.

Mathematics 24 and Physics 12, 13 are prerequisite to most intermediate courses. Each advanced course extends the work of one of the intermediate courses, and is designed for the physics major or minor who wishes to pursue some sub-field of physics in depth. The decision as to which intermediate and advanced courses are given each year is made in response to the needs of the students.

Concentration in Physics

The required courses are Mathematics 10, 11, and 24; Physics 12, 13; either Physics 25 or Mathematics 25; and six more semester courses in physics for a total of 12 semester courses in mathematics and physics. The physics concentrator will probably need to take two or more of these courses at a neighboring college or university. Of the total of 12 semester courses, one or two will be independent study in physics.

Interdepartmental Concentrations

Interdisciplinary programs are available for students who wish a career in a related field such as astronomy, mathematics, or chemistry. Such programs can be worked out in consultation with a Physics Department adviser. An

example of a program that combines mathematics and physics is the following: Mathematics 10, 11, Calculus I, II; Physics 12, 13, Fundamentals of Physics; Mathematics 24, Calculus III; Mathematics 25, Calculus IV, or Physics 25, Calculus in the Physical Sciences; two intermediate physics courses (numbered in the 20's); two more math courses above Mathematics 11; and two or more courses in physics and/or mathematics.

An example of a program that combines chemistry and physics is

<i>First year:</i>	Chemistry 13, 14; Mathematics 10, 11
<i>Second year:</i>	Physics 12, 13; Chemistry 25, 26; Mathematics 24
<i>Third year:</i>	Chemistry 32, The Equilibrium State; Chemistry 31, Structure and Change; Physics 21, Modern Physics, and another physics course numbered in the 20's.
<i>Fourth year:</i>	Chemistry 44, Advanced Physical Chemistry, or Chemistry 48, Advanced Inorganic Chemistry; Physics 23, Electricity and Magnetism; Physics 24, Thermodynamics and Statistical Physics; and Physics 32, Quantum Theory and Applications.

This program is equivalent to a 40-hour concentration in physics or chemistry.

Another example of a physics-related program is one leading to a career in astronomy. A good undergraduate preparation for astronomy is a physics or math-physics concentration plus a course in astronomy and a course in chemistry.

Prerequisites. In order to concentrate in physics a student must complete Physics 12, 13 and Mathematics 10, 11 by the end of the second year and Mathematics 24 by the middle of the third year.

Courses

Astronomy

Astron. 10-2 Introduction to Astronomy 4 sem.hrs.

The structure and evolution of the universe, the galaxies, the stars, and the solar system. Galaxy types, star types, stellar measurements, the physics of stars, and the mechanics of satellites. *Vernon.*

Geology

Geol. 10-1 Introduction to Geology 4 sem.hrs.

The structure, history, and development of the earth's crust, including such topics as weathering and erosion, volcanism, continental drift, and mountain building. The dating and mapping of past events. *Vernon.*

Physics

Phys. 10-1, 11-2 Introductory Physics 4 or 8 sem. hrs.

Prereq. : Secondary school algebra (Phys. 10 is prereq. to Phys. 11).

The fundamentals of physics for students with little mathematical preparation. Does not serve as a prerequisite for further work in physics. Topics will be drawn from mechanics, electricity and magnetism, waves and optics, and modern physics. Weekly laboratory. *Prenowitz.*

Phys. 12-1, 13-2 Fundamentals of Physics 4 or 8 sem. hrs.

Prereq. or concurrent: Math. 10, 11. Freshmen must obtain consent of the instructor.

(Phys. 12 is prereq. to Phys. 13.)

Concentration on the subjects of mechanics and electricity and magnetism, on the concepts of particle and field, motion, mass, force, energy, and momentum. Additional material drawn from kinetic theory, heat and thermodynamics, waves, and optics. The first course in physics for science majors. Weekly laboratory. *Vernon.*

NOTE: Students who are taking *Mathematics 10, 11* concurrently may elect to enroll in a special combined section of the two courses for a total of eight or 16 semester hours, which will cover all the material in *Physics 12, 13* and *Mathematics 10, 11*, as well as topics in the philosophy of science such as the nature of mathematical and physical truth and deductive and inductive inference. Interested students should consult the chairmen of the two departments.

Phys. 15-1 Nuclear Energy 4 sem. hrs.

A critical consideration of the relative merits (including availability, cost, pollution, safety) of competing energy sources (fission, fusion, fossil fuel, hydroelectric, geothermal, solar) with emphasis on the physics of nuclear energy (atomic and nuclear structure, radioactivity, radiation detection, nuclear fission and fusion, nuclear reactors). Occasional laboratory. *Vernon.*

Phys. 20-1 Waves and Optics 4 sem. hrs.

Prereq.: Phys. 13.

The properties of waves such as reflection, refraction, interference, diffraction, and polarization, with string, water, acoustic, and electromagnetic waves used as examples. Emphasis will be on light. Weekly laboratory. *Prenowitz.*

Phys. 21-2 Modern Physics 4 sem. hrs.

Prereq.: Phys. 13, Math. 24.

The wave and particle natures of light and matter, relativity, and introduction to quantum theory, and topics selected from atomic, nuclear, solid state, and statistical physics. Weekly laboratory. *Prenowitz.*

Phys. 22-1 Mechanics 4 sem. hrs.

Prereq.: Phys. 13 or consent of the instructor. Prereq. or concurrent: Math. 24.

The fundamental principles of Newtonian mechanics; the conservation laws; topics in the dynamics of a particle, including oscillations and central force motion; the dynamics of a system of particles. Occasional laboratory. *Prenowitz.*

Phys. 23-2 Electricity and Magnetism 4 sem. hrs.

Prereq.: Phys. 13 and Math. 24.

The basic laws and principles of electromagnetism. Electrostatics, steady currents, magnetic fields of electric currents, Faraday's law of induction, alternating current circuits, Maxwell's equations. Occasional laboratory. *Prenowitz.*

Phys. 24 Thermodynamics and Statistical Physics 4 sem. hrs.

Prereq.: Phys. 13 and Math. 24.

The statistical description of macroscopic systems; equilibrium and irreversibility; heat and temperature; and the first, second, and third laws of thermodynamics. Occasional laboratory.

[Phys. 25 Calculus in the Physical Sciences 4 sem. hrs. Not offered in 1973-74.]

Prereq.: Phys. 12 and Math. 24.

Topics in the calculus studied for their applications to physical systems, such as line and surface integrals, Stokes' and Green's Theorems, ordinary differential equations, and Fourier series.

[Phys. 31 Quantum Theory and Applications 4 sem. hrs. Not offered in 1973-74.]

Prereq. : Phys. 21 and Math. 25 or Phys. 25.

The basic concepts of non-relativistic quantum mechanics. Quantum states, measurement, and the uncertainty principle. State vectors and operators. Wave mechanics and matrix mechanics. Bound states and scattering problems. Applications to topics selected from atomic, molecular, and solid state physics.

[Phys. 32 Advanced Mechanics 4 sem. hrs. Not offered in 1973-74.]

Prereq. : Phys. 22 and 25 or Math. 25.

Topics chosen from rigid body motion, moving coordinate systems, Lagrange's equations, small oscillations, normal modes, continuous media, and relativistic mechanics.

[Phys. 33 Advanced Electromagnetism 4 sem. hrs. Not offered in 1973-74.]

Prereq. : Phys. 23 and 25 or Math. 25.

Maxwell's equations; electromagnetic waves; fields and potentials of a moving charge; radiating systems; electric and magnetic properties of matter; introduction to relativistic electrodynamics.

Phys. 35 Mathematical Methods of Physics 4 sem. hrs.

Prereq. : Phys. 13 and Phys. 25 or Math. 25.

Topics used in advanced physics and chemistry courses, with applications emphasized. Typical subjects include vector analysis, the Sturm-Liouville problem, special functions, Fourier integrals, partial differential equations, calculus of variations, complex integration.

Phys. 50-0 Research in Physics 2-8 sem. hrs.

Open only upon invitation.

An investigation of some special topic involving a search of the literature; may involve some experimental work culminating in a thesis. *Members of the Department.*

Faculty

Edward Prenowitz, A.M. *Assistant Professor of Physics and Chairman of the Department of Physics*

Robert Carey Vernon, Ph.D. *Professor of Physics*

Department of Psychology

Undergraduate psychology will provide a student with several broadly defined general educational goals on the one hand, and preparation for career opportunities on the other. This is true both for concentrators and for those other students who take a series of courses in this discipline as electives.

Psychology offers the student an opportunity to become involved with a variety of issues bearing upon the study and understanding of human behavior and experience. These include physiological functions, the prolonged period of emotional and intellectual development, man's learning processes and capacities, and his embeddedness in a social matrix, both familial and cultural. Neither the field of psychology nor the Simmons department offers a unitary or doctrinaire outlook, since the psychological approaches to the understanding of man are varied and diverse. Thus the student can expect to encounter a number of ways of viewing and analyzing behavior in her course work, each of which makes its contribution to the field. The challenge and interest of psychology lies in the opportunity it presents to the student, either in terms of her growth as a person who understands herself or in terms of her better knowledge of human behavior as a whole.

With reference to the second purpose for taking psychology courses, those graduates who have concentrated in this discipline may find employment in a variety of positions such as personnel interviewers or test administrators. If courses are chosen wisely, one may give individual tests to children in a school system, work as a rehabilitation counselor, teach psychology in a secondary school, or work in one of the many agencies of the municipal, state, or federal government. The study of human behavior is becoming increasingly quantitative and the combination of psychology with mathematics opens the way to many interesting careers. A program leading to the Master of Arts in Teaching, offered with the Department of Education, is open to qualified concentrators who are interested in teaching psychology at the high school level.

Although there are career opportunities available to the holder of a bachelor's degree in psychology, the professional degree in this field is the Ph.D., and many positions require at least an M.A. Universities frequently offer positions as psychometrists, nondiagnostic interviewers, or research assistants which permit a person to earn a salary while working toward a graduate degree.

In considering applicants for admission to doctoral programs, graduate departments generally favor those who have a background in mathematics (especially statistics), biology (either physiology or genetics), and philosophy (especially philosophy of science and logic).

Concentration in Psychology

Requirements

Mathematics 01 Introductory Statistics

Psychology 20	Introduction to Psychology
Psychology 31	Physiological Bases of Behavior I
Psychology 33	Quantitative Analysis of Behavior I
Psychology 52	History and Systems of Psychology

The Department also requires that each concentrator complete successfully 12 additional semester hours in psychology chosen with the advice of Department members to suit the particular career objectives of the student. Thus each concentrator in psychology must complete 32 semester hours of psychology, including statistics. In addition to these 32 semester hours all concentrators must satisfy the College requirement of eight semester hours of independent study and normally at least four of these should be in psychology.

Prerequisites. Psychology 20, Introduction to Psychology, is a prerequisite for all other courses offered by the Department of Psychology.

Recommendations. Students considering a concentration in psychology are advised to take Psychology 20 and Mathematics 01 during their freshman year. The order in which these are taken is not important. Because some background in a basic laboratory science is of significant value to anyone who plans a career in psychology, students are advised to take at least one course in biology, chemistry, or physics.

The selection of electives to be taken in psychology and related fields may be tailored to meet a student's particular interest and career needs. The following illustrative patterns are presented:

1. A student planning a career in working with children such as early childhood education, counseling, child guidance, or research should take Psychology 35, Developmental Psychology, Psychology 48, Developmental Psychology II, Psychology 49, Developmental Psychology III, and Psychology 41, Principles of Psychological Measurement.
2. A student planning a career in work with hospitalized patients or in a setting where psychological research may be involved, should take Psychology 32, Physiological Bases of Behavior II, Psychology 47, Sensation and Perception, and at least part of her depth requirement in biology.
3. A student who is interested in a career in behavioral research, human engineering, or automated instruction and computer programming should combine the concentration in psychology with a depth in mathematics. She should take Psychology 38, Statistical Methods of Psychological Research, and at least two of the following: Psychology 34, Quantitative Analysis of Behavior II, Psychology 45, Learning, and Psychology 46, Psychology of Motivation. The following courses in mathematics are recommended: Mathematics 10, 11 and 24, Calculus I-III; Mathematics 30, Probability and Statistics I; and Mathematics 31, Probability and Statistics II, Mathematics 22, Linear Algebra, or Mathematics 53, Seminar on Computer Programming.

Honors in Psychology. Candidates for honors in psychology are expected to fulfill the College requirements as designated on page 37.

In addition to the courses described in the concentration in psychology, the honors student must complete Psychology 65, Honors Program: Senior

Thesis. This will also satisfy four semester hours of the independent study requirement.

Courses

Psych. 20-1, 2 Introduction to Psychology 4 sem. hrs.

Methods and models used in the study of human behavior. The possibilities of a science of human behavior and its implications. Criteria for interpreting behavioral data and evaluating theories, including those regarding learning, perception, motivation, and personality. *Thomas, Deane.*

Psych. 31-1 Physiological Bases of Behavior I 4 sem. hrs.

Prereq. : Psych. 20.

A course taking the point of view that an adequate understanding of either animal or human behavior requires a knowledge of the physiological mechanisms which underlie all patterns of response. Among the topics considered: basic neuroanatomy and neurophysiology, receptor and response systems, and the physiological bases of motivation, learning, and cognitive processes. Laboratory. *Thomas.*

Psych. 32-2 Physiological Bases of Behavior II 4 sem. hrs.

Prereq. : Psych. 31 and Math. 01.

Discussion of current evidence regarding selected issues in physiological psychology. Emphasis upon the process of developing understanding through research. Participation in all phases of an experimental study as a member of a small research group. *Thomas.*

Psych. 33-1 Quantitative Analysis of Behavior I 4 sem. hrs.

Prereq. : Psych. 20 and Math. 01.

Experimental methods used to investigate laws of human and animal behavior and to demonstrate the role of mathematical models in behavior theory. Emphasis on the design and implementation of experiments to test models of learning and perceptual processes. *Carterette.*

Psych. 34-2 Quantitative Analysis of Behavior II 4 sem. hrs.

Prereq. : Psych. 33.

Experimental methods used to investigate sensory discrimination, subjective scales, and memory processes, with special attention to the role of decision behavior. The application of computers in psychological research.

Psych. 35-1, 2 Developmental Psychology 4 sem. hrs.

Prereq. : Psych. 20.

History of child psychology. Theoretical, experimental, and normative approaches to the understanding of development. Observation and interpretation of child behavior. Implications of current knowledge and theory for child rearing and education. *Couloupos, Grayson.*

Psych. 36-1, 2 Psychology of Adolescence 4 sem. hrs.

Prereq. : Psych. 20.

A systematic interpretation of adolescent development and behavior. Major theories compared and critically evaluated. Lectures, discussion sections, research projects. *Grayson.*

Psych. 37-1, 2 The Language of Abnormal Behavior 4 sem. hrs.

Prereq. : Psych. 20. Enrollment: limited to 45 students, normally only juniors and seniors.

Consideration of issues bearing on the understanding of deviant modes of psychological adaptation. Primary focus on appreciation of the continuity between "normal" and "abnormal" experience and ways of living. Lectures and discussion. *Gentile, Castle.*

Psych. 38-2 Statistical Methods in Psychological Research 4 sem. hrs.

Prereq. : Math. 01 and Psych. 20.

Discussion of the relationship between statistics and experimental method, and the logic underlying several basic analyses of variance designs. Application of a number of the relevant computational procedures to psychological data. *Carterette.*

Psych. 40-1, 2 Social Psychology 4 sem. hrs.

Prereq. : Psych. 20.

Attitudes, beliefs, and values as they are influenced by the individual's social affiliations; the psychological analysis of group behavior; the dynamics of social action and interaction: propaganda, mass behavior, and social conflict. Lecture and discussion. *Gentile.*

Psych. 41-2 Principles of Psychological Measurement 4 sem. hrs.

Prereq. : Psych. 20 and Math. 01.

The nature, uses, and limitations of the fundamental varieties of psychological measurement, including some practice in test construction and administration. *Coulopoulos.*

Psych. 42-1 Seminar in Clinical Psychology I 4 sem. hrs.

Prereq. : Psych. 37 and consent of the instructor. Enrollment: limited to 15 students.

Introduction to the role of the clinician: diagnostic assessment, psychological treatment, and clinical research. Emphasis on the use of interviews and psychological tests in understanding psychopathology. Consideration of psychotherapy as a mode of treatment for disordered behavior. Field work at a correctional-mental health facility under the supervision of senior staff members.

Psych. 43-2 Seminar in Clinical Psychology II 4 sem. hrs.

Prereq. : Psych. 42.

Introduction to the role of the clinician: diagnostic assessment, psychological treatment, and clinical research. Emphasis on the use of interviews and psychological tests in understanding psychopathology. Consideration of psychotherapy as a mode of treatment for disordered behavior. Field work at a correctional-mental health facility under the supervision of senior staff members.

Psych. 44-1, 2 Seminar in Personality Theory 4 sem. hrs.

Prereq. : Psych. 20 and consent of the instructor. Enrollment: limited to 12 students. First preference to seniors.

Intensive analysis of the variety of theoretical approaches to personality. Discussion and individual readings focus on the student's own intellectual development. *Castle.*

Psych. 45-1 Learning 4 sem. hrs.

Prereq. : Psych. 20.

Associationist and cognitive theories of learning and memory processes. Possible topics for student papers include behavior modification; the relation between culture

and cognition; programmed or computer-based instruction; language acquisition and thinking; and the effect of aging on learning and memory.

[Psych. 46-2 Psychology of Motivation 4 sem. hrs. Not offered in 1973-74.]

Prereq.: Psych. 20.

Analysis of the development of motivation from simple drives to complex social needs, including the nature of emotion, attitudes, and motives. Emphasis on current research in motivation, its theoretical implications, and its historical antecedents. *Couloupoulos.*

Psych. 47-2 Sensation and Perception 4 sem. hrs.

Prereq.: Psych. 20. Enrollment: limited to 16 students.

The relationship between the physical world, with which man must interact, and the perceptual world, to which man responds. A study of the bases of accurate perception, with consideration also of illusions, and the causes and consequences of sensory and perceptual disabilities. *Thomas.*

Psych. 48-1 Developmental Psychology II 4 sem. hrs.

Prereq.: Psych. 35.

Analysis of the effects of early experience on cognition, creativity, and language development, as well as the implications for child care personnel. Lectures, discussion groups, and research projects.

Psych. 49-2 Developmental Psychology III 4 sem. hrs.

Prereq.: Psych. 35.

Socialization, moral development, aggression, dependency, peer interaction analyzed via cross-cultural studies, and the social class and ethnic influences on these developments. Lectures, discussion groups, and research projects.

Psych. 50-0 Field Work in a Psychological Setting 4 sem. hrs.

Prereq.: Psych. 38 and consent of the instructor. Enrollment: senior standing.

The Department maintains special arrangements with host institutions whose staff members supervise qualified seniors in a variety of service and research settings. Activities include counseling, psychological testing, special education, interviewing, psychotherapy, and laboratory experimentation. *Carterette.*

Psych. 52-1 History and Systems of Psychology 4 sem. hrs.

Prereq.: Psych. 20 and at least two other psychology courses. Enrollment: open to juniors and seniors only.

The origin and development of classical theories in psychology; and an evaluation of contemporary theoretical positions. *Deane.*

Psych. 53-1 Individual Intelligence Testing 4 sem. hrs.

Prereq.: Psych. 41 and consent of the instructor. Enrollment: limited.

A study of individual intelligence testing and methods and procedures of test administration and evaluation. Included: the actual administration of the Binet, WAIS, and WISC tests. A student who passes this course with a satisfactory record will be certified as an individual test administrator. *Couloupoulos.*

Psych. 54-2 Selected Topics in Social Psychology 4 sem. hrs.

Prereq.: Psych. 40. Enrollment: limited to 16 students.

Study in depth of certain problems or issues in social psychology. Topics to be considered in a given semester are determined in accordance with the background and

interests of the students enrolled. Independent study of selected topics by individual students, with seminar discussion of student reports. *Gentile, Deane.*

Psych. 60-1, 2 Individual Study in Psychology (see page 40.) 4 sem. hrs.

Prereq. : consent of the instructor.

Members of the Department.

Psych. 65-1, 2 Honors Program: Senior Thesis 4 sem. hrs.

Prereq. : Psych. 60 or its equivalent and consent of the Department.

For candidates for honors in psychology. Includes a senior thesis and a comprehensive examination. *Members of the Department.*

Faculty

Stephen Russell Deane, Ph.D. *Professor of Psychology and Chairman of the Department of Psychology*

Teresa Sosa Carterette, Ph.D. *Professor of Psychology*

Donald William Thomas, Ph.D. *Associate Professor of Psychology*

Lillian M. Grayson, Ph.D. *Assistant Professor of Psychology*

***Diane T. Couloupoulos, Ph.D.** *Assistant Professor of Psychology*

Peter Watson Castle, Ph.D. *Assistant Professor of Psychology*

Barbara F. Gentile, Ph.D. *Assistant Professor of Psychology*

A. Nicholas Groth, Ph.D. *Special Instructor in Psychology*

Dorothy M. Sang, M.Ed. *Special Instructor in Psychology*

Roberta Wayne *Secretary for the Department of Psychology*

****On sabbatical leave, 2nd semester, 1973-74**



Department of Sociology

The sociology curriculum is designed to offer students a perspective on understanding man's social existence and the consequences of his numerous social experiences. The Department welcomes the enrollment of all interested students in its courses, as the sociological mode of understanding may be valuable to both concentrators and non-concentrators in various ways.

First, the kind of understanding which sociology offers may have its personal value to individual students as they attempt to bring order to the present by understanding the social patterns of the past and the dimensions of the future.

Second, students planning careers in various fields from social and governmental service to journalism, for example, will find sociological understanding complementary and enriching to the effectiveness of their professional education.

Third, students who have made a professional commitment to sociology will find that the richest of the sociological traditions are embodied in the curriculum and that a concentration in sociology may serve as a preparation for graduate study in sociology or in anthropology.

Concentration in Sociology

Requirements

The concentration in sociology is designed to permit each student to develop a combination of courses which derives its coherence from the topic or career area of interest to the student. The Department requires that each concentrator develop a focus for her program of study in consultation with Departmental members. Each new concentrator, therefore, is expected to submit a *preliminary* statement of her focus of interest, including a *tentative* plan of course study for discussion with Departmental members. Periodic review and revision, when desirable, of each student's focus and plan of study will be made with Departmental members.

Each concentrator is required to complete 24 semester hours in sociology courses at the introductory and intermediate levels, eight semester hours in independent studies, and eight semester hours in related courses (i.e., non-Departmental courses related to topic or career area of interest).

The 24 semester hours in introductory and intermediate sociology courses may be distributed in the following manner:

1. a minimum of four and a maximum of eight semester hours in the introductory level;
2. a minimum of four and a maximum of eight semester hours in each of the divisions of the intermediate level.

Introductory Level 4-8 sem. hrs.

Intermediate level

Division A 4-8 sem. hrs.

Division B 4-8 sem. hrs.

Division C 4-8 sem. hrs.

Advanced Level

Independent study 8 sem. hrs.

Related Courses 8 sem. hrs.

Joint Concentrators. The Department of Sociology welcomes students who wish to develop joint concentrations with other departments. The Department is prepared to work with individual students and other departments to develop viable programs of study for such students. Students wishing to work out such programs should consult with their adviser and with the individual chairmen of the departments involved.

Non-Concentrators. Students concentrating in another department who wish to take several complementary sociology courses should consult with their departmental adviser and with members of the Sociology Department to develop a sequence of sociology courses relevant to their interests.

Prerequisites. The prerequisites for courses in the intermediate and advanced levels of the sociology curriculum are either (1) Sociology 17 or Sociology 18 or Sociology 19, or (2) consent of the instructor, unless otherwise noted.

Concentrators in sociology who plan to terminate their formal education with the B.A. degree may be interested in "Careers in Sociology," an official publication of the American Sociological Association. Copies are available in the Department office.

Concentrators in sociology who plan to go on to graduate school should consult with their Departmental adviser as to the most suitable combination of courses both within and outside of the Department which will best meet their future interests. In general, however, it is recommended that such concentrators take the following minimal combinations of courses in the Department.

Sociology 17

Sociology 18

Sociology 19

Sociology 28

Sociology 50

Sociology 55, and either

Sociology 61-1, 62-2 or

Sociology 65-0 (if eligible).

The Department of Sociology has available in its office the "Guide to Graduate Schools in Sociology" published by the American Sociological Association.

Honors in Sociology. Candidates for honors in sociology are expected to fulfill the College requirements as designated on page 37. In addition, honors candidates will ordinarily take Sociology 65-0, Independent Study: Senior Honors Thesis, and at least one course directly related to the thesis topic. Students interested in the honors program should consult with their adviser as to their eligibility and the procedure for application. Applications are generally received in the spring semester of the junior year.

Petitions and Waivers. In order to assure maximum flexibility in meeting legitimate individual interests, students may petition the Department to waive specific Departmental requirements which may inhibit the fulfillment of their special interests.

N.B. Present Concentrators in Sociology. An attempt will be made to adjust the programs of present concentrators to any revised structure of the concentration; exceptions will be handled in the spirit of the concentration description effective at the time of the declaration of concentration.

Levels and Courses in the Sociology Curriculum

Introductory Level: Core Courses

Soc. 17-1, 2	Introduction to Sociology: Basic Sociological Concepts
Soc. 18-1, 2	Introduction to Sociology: Introduction to Sociological Thought
Soc. 19-1, 2	Introduction to Sociology: Comparative Social Systems

Intermediate Level

Division A: Comparative Structural and Cultural Analyses

Soc. 24-1, 2	Social Psychology of the Black Experience in America
Soc. 25-1	Family and Kinship Systems
Soc. 26-2	Sociology of Religion
Soc. 40-2	Ideology and Society
Soc. 46-2	Seminar in the Social Psychology of the Black Experience in America: 1600-1865
Soc. 47-2	Seminar in the Social Psychology of the Black Experience in America: 1865-Present

Division B: Comparative Analyses of Social Processes

Soc. 28-1, 2	Group Processes
Soc. 30-2	Dynamics of Modernization: Transformation of Traditional Social Systems
Soc. 33-1	Social Movements
Soc. 34-1	Sociology of Women
Soc. 35-2	Sociology of the Professions
Soc. 36-1	Sociology of Urban Regions
Soc. 38-2	Sociology of African Literature
Soc. 48-2	Sociology of Preindustrial Cosmologies: Ritual and Drama

Division C: General Sociology: Methods and Theory

Soc. 50-2	Sociological Methodology
Soc. 55-1	Historical Development of Contemporary Sociological Theories

Advanced Level: Independent Studies

Soc. 60-1, 2	Independent Study: Individual Study in Sociology
Soc. 61-1, 62-2	Independent Study: Proseminar in Sociological Issues and Inquiry, I and II
Soc. 65-0	Independent Study: Senior Honors Thesis

Courses

Soc. 17-1, 2 Introduction to Sociology: Basic Sociological Concepts 4 sem. hrs.

The elements of social organization and the nature of society. The basic theoretical concepts used by sociologists and their application to contemporary life. Students will analyze social structure, function, deviation, and social change through readings and projects.

Soc. 18-1, 2 Introduction to Sociology: Introduction to Sociological Thought 4 sem. hrs.

An introduction to sociological thought; comparative study of other cultures and societies; discussion of some of the issues which confront sociology as a science. Cross-cultural readings and classic studies in sociology. Lectures and discussion.

Soc. 19-1, 2 Introduction to Sociology: Comparative Social Systems 4 sem. hrs.

Introduction to social systems analyses. Consideration of various structural and dynamic aspects of social systems within a cross-cultural perspective. Different areas of the world will be covered each semester: first semester, African social systems; second semester, North African and Middle Eastern social systems.

Soc. 24-1, 2 Social Psychology of the Black Experience in America 4 sem. hrs.

The social sources and the psychological consequences of the meaning of blackness in contemporary American society. In analyzing the realities of the black experience, attention will be paid to the system of slavery and its sequelae, especially the master-slave relationship. *Lawrence.*

Soc. 25-1 Family and Kinship Systems 4 sem. hrs.

Structural and dynamic aspects of family and kinship systems from a cross-cultural perspective.

Soc. 26-2 Sociology of Religion 4 sem. hrs.

Inquiry into various topics within the sociology of religion from a cross-cultural perspective.

Soc. 28-1, 2 Group Processes 4 sem. hrs.

Prereq. : consent of the instructor.

The course operates as a self-analytic group, that is, one in which the here-and-now behavior is the object of study. An introduction to the observational study of group processes, including learning processes, the course helps the student to improve her ability to observe, understand, and analyze the behavior of groups. *Lawrence.*

[Soc. 30-2 Dynamics of Modernization: Transformation of Traditional Social Systems 4 sem. hrs. Not offered in 1973-74.]

Modernization in historical perspective. The contemporary challenge of modernization; its emergence from colonialism and imperialism. Responses of traditional societies to the challenge. Structural and cultural problems of transformation of their social systems. Case studies from Africa, Asia, and Latin America. Lectures and discussion.

Soc. 33-1 Social Movements 4 sem. hrs.

Beginning with a survey of the chief sociological problems which have been raised concerning the origin and functioning of social movements, the course proceeds to a number of types of movements, including Melenesian cargo cults, millenarian California cults, the John Birch Society, the contemporary student movement, the women's liberation movement, various social movements in Northern Ireland, the Black Mus-

lims, and a number of other current movements of black liberation. Each student will prepare a major research paper in an area of special interest to her. *Beach*.

Soc. 34-1 Sociology of Women 4 sem. hrs.

Prereq. : consent of the instructor.

Socialization and sex role development of females compared with males. Social class, ethnic, and racial aspects of being female. Women in literature and the mass media. Strategies for change in the motivation and education of women and in the pursuit of equality.

Soc. 35-2 Sociology of the Professions 4 sem. hrs.

Prereq. : Soc. 17, 18, or 19.

Work and careers in American society. Career choice processes, socialization, recruitment, and commitment to professional occupations. The impact of social and technological change on professions such as law, medicine, science, teaching, and social work. Women and the professions. Field project in area of student's professional interest. Practicing professionals as guest speakers.

Soc. 36-1 Sociology of Urban Regions 4 sem. hrs.

Lectures cover a wide range of topics including urban theory, historical processes of urbanization, cities in the third world, urban ecology, problems of immigrants in cities, blacks in cities, urban redevelopment, and city planning. Each student will prepare a major research paper in an area of special interest to her. *Beach*.

[Soc. 38-2 Sociology of African Literature 4 sem. hrs. Not offered in 1973-74.]

Application of sociological modes of analysis to the prose and poetry of sub-Saharan Africa. Literary works treated as models for understanding aspects of contemporary African social systems. Alternates with *Sociology 48*.

Sociology 17, Sociology 18, or Sociology 19 prerequisite for the following courses :

[Soc. 40-2 Ideology and Society 4 sem. hrs. Not offered in 1973-74.]

Definition and analysis of the role of ideology. Utopias and ideologies. The ideologies of selected developed and developing societies. Ideologies, nationalism, and internationalism. Alternates with *Sociology 30. Hagopian*.

Soc. 46-2 Seminar in the Social Psychology of the Black Experience in America: 1600-1865 4 sem. hrs.

Prereq. : Soc. 24 and the consent of the instructor.

Freudian psychology and modern social theory will be the tools used to dissect the many varieties of the black experience in America. The psycho-social case study of important black and white figures during this period will constitute the basis of the course. *Lawrence*.

[Soc. 47-2 Seminar in the Social Psychology of the Black Experience in America: 1865-Present 4 sem. hrs. Not offered in 1973-74.]

Prereq. : Soc. 24 and consent of the instructor.

[Soc. 48-2 Sociology of Preindustrial Cosmologies: Ritual and Drama 4 sem. hrs. Not offered in 1973-74.]

Study of cosmologies of preindustrial societies through sociological analysis of ritual and drama. Study of the sociological analysis of ritual symbolism, particularly in Africa, precedes an application of these methods to Shakespearean and Greek tragedy.

Soc. 50-2 Sociological Methodology 4 sem. hrs.

Examines both the relatively abstract principles which dictate strategies of social research, and concrete examples of different sorts of sociological inquiries. Attempts to develop the student's ability to evaluate the methodological strengths and weaknesses of various studies with some degree of sophistication. Students will become familiar with a considerable number of major empirical and semi-empirical sociological monographs. *Beach.*

Soc. 55-1 Historical Development of Contemporary Sociological Theories 4 sem. hrs.

The emergence of sociological thought in the eighteenth and nineteenth centuries. An examination of the dominant ideas and assumptions about man and his social existence. Theory and explanation in sociology today: the state of the field. Ethical implications of sociological knowledge. Lectures and discussion.

Soc. 60-1, 2 Independent Study: Individual Study in Sociology

See page 40. *Beach.*

Soc. 61-1, 62-2 Independent Study: Proseminar in Sociological Issues 4-16 sem. hrs.

Enrollment: limited to junior and senior concentrators.

In *Sociology 61* students integrate their sociological understanding: issues in the development and application of sociological knowledge are identified and clarified through a select list of common readings. In *Sociology 62* students bring their sociological understanding to bear on personally selected topics of inquiry. Seminar meetings and individual counseling. *Beach.*

Soc. 65-0 Independent Study: Senior Honors Thesis 8 sem. hrs.

Required of and open only to honors candidates in sociology in their senior year. *Beach.*

Faculty

Margaret M. Plymire, Ph.D. *Professor of Sociology*

***Elaine Catherine Hagopian, Ph.D.** *Professor of Sociology*

#Athena Rentoumis Theodore, Ph.D. *Associate Professor of Sociology*

Stephen W. Beach, M.A. *Instructor in Sociology*

Austin Lawrence, M.S. *Lecturer in Sociology*

**On sabbatical leave, 1973-74*

#On leave, 1973-74

Interdepartmental Concentrations

American Studies

The American Studies program provides the opportunity to study the history, the social, economic, and political institutions, and the literature and fine arts of the United States in terms of their interrelationships. Like the concentrations in English and history, the American Studies program has a broadly cultural character, but also provides the basis for graduate work and can help to prepare students for such occupations as teaching, archival research, museum curatorship, and urban planning.

Since most of the courses students take in this program are not explicitly interdisciplinary (see, however, the listings below under “American Studies”), each student should consult carefully with members of the American Studies staff in order to develop a synthesizing project (a thesis, in the case of honors students) by the end of the junior year, and to complete it during the senior year. Such a project normally entails work in two fields, such as literature and history, or history and art.

A prerequisite for admission to either American Studies 60, Directed Study: Senior Project, or American Studies 65, Directed Study: Senior Thesis, is regular attendance at a non-credit American Studies Colloquium for sophomores and juniors, which will meet, probably at two-week intervals, during the spring semester.

All students in the program are required to take American Studies 190—an interdepartmental course—and to pass an oral examination on a specific topic in the field of American Studies, before graduating.

Course requirements: a minimum of 12 semester hours in either Division A: History, or Division B: Literature, depending on the student’s primary interest, and eight semester hours from each of the two remaining Divisions, i.e., A or B, AND C. Students emphasizing history must pass at least eight hours of work in European, or Asian, or African history; students emphasizing literature must pass at least eight hours of work in English (as distinguished from American) literature.

Division A: History

History 17	Varieties of American Culture
History 40	History of American Civilization, I
History 41	History of American Civilization, II
History 43	United States Colonial History
History 46	Civil War and Reconstruction
History 51	American Constitutional History, 1789 to the Present
History 52	Race and Society
History 53	United States Foreign Policy from 1900
History 54	The Great Depression
History 55	Social Forces in American History
History 57	Women in American History

History 58	Science and Society in America
History 145	America Before the Revolution, 1760-1776; Massachusetts Bay
History 152	Du Bois (Seminar)
History 153	Perspectives on Nineteenth-Century America: The Progressive Era
History 155	Science and the New Industrial Age
History 158	The Recent Past in America, 1945 to Present

Division B: Literature

English 20a	American Writers, 1620-1865
English 20b	American Writers, 1865-1900
English 25	American Literature and Thought in the Twentieth Century
English 26	Modern American Fiction
English 27	American Poetry
English 55	Black Fiction in America
English 56	Modern American Black Poetry and Drama
English 91	American Literature and Thought at the Turn of the Twentieth Century
English 92	The Conflict of Values in Twentieth-Century Literature
English 111	Problems in the Contemporary Black Novel in America
English 140	Dramatic Imagination in Modern American Theater
English 151	Special Topics in Modern Literature: Modern American Gothic
English 152	Literature and Society
English 154	Melville
American Studies 191	Literary Vision and the Capitalist Spirit in Post-Civil War America

Division C: Other Areas

Art History 25	Art in America: Nineteenth and Twentieth Centuries
Art History 35	Proseminar in American Painting
Economics 38	United States Foreign Economic Policy
Economics 43	American Economic History
Economics 44	Analysis of American Industry
Economics 49	Urban Economics
Economics 51	Urban Economics Seminar
Education 107	History of American Education
Education 111	Education and Public Policy
Government 21	Government in the United States: Federal System
Government 48	Constitutional Law: The Modern Court
Government 49	American Foreign Policy
Sociology 24	Social Psychology of the Black Experience in America
Sociology 36	The Sociology of Urban Regions

The degree requirement of eight semester hours of independent study may be met by taking one seminar in the American Studies program, plus one seminar or advanced discussion course approved by the student's American Studies adviser.

Students should acquire a competent reading knowledge of at least one foreign language, and preferably two, if they plan further study at graduate school.

Honors in American Studies. Students who wish to pursue an honors program should apply by April 1 of their junior year to the American Studies Committee. Candidates for honors are expected to fulfill College requirements as designated on page 37.

In addition to fulfilling the normal requirements of the American Studies program, honors candidates must complete satisfactorily American Studies 65, Directed Study: Senior Thesis.

Courses

Amer. St. 190-1 Problems in American History and Literature 4 sem. hrs.

Prereq. : consent of one of the instructors.

An interdisciplinary seminar integrating material from history and literature. Topic for 1973-74: Boston in Transition in the Nineteenth Century. Emphasis will be placed on cultural and social developments in the urban center, and in neighboring areas like Roxbury and Concord. Architecture, the fine arts, and material culture will be integrated into the course. *Kohlstedt, Sterne.*

Amer. St. 191-2 Literary Vision and the Capitalist Spirit in Post-Civil War America 4 sem. hrs.

Prereq. : consent of the instructor.

Beginning with Whitman's *Democratic Vistas*, the seminar will explore the tensions between the moral and the materialistic in writings by Howells, Twain, Henry James, Henry Adams, Andrew Carnegie, William Graham Sumner, Henry George, Edward Bellamy, and their contemporaries. *Langer.*

Amer. St. 60-1 Directed Study: Senior Project 4 sem. hrs.

Members of the cooperating departments.

Amer. St. 65-0 Directed Study: Senior Honors Thesis 8 sem. hrs.

Members of the cooperating departments.

Black Studies Program

The objectives of the Black Studies Program are to infuse materials on the black experience into all relevant courses and programs in the Simmons College curriculum and to stimulate the continuing development of courses and research in which the primary focus is the black experience.

Of equal importance are its aims of increasing the awareness of all students in the black experience; encouraging students to pursue black studies in relation to a field of concentration; and providing all students with a basic sequence of courses which include a common body of subject matter related to the black experience.

Individual Student Program Planning

Students interested in pursuing black studies may include courses in the black experience in their programs in the following ways:

1. elective courses
2. depth sequence (24 semester hours in black studies)
3. an interdisciplinary program according to the principles of the OPEN Program (see page 33)
4. a joint concentration with another academic department, i.e., history and sociology
5. other joint concentrations arranged on an individual basis

Students will be expected to fulfill all requirements for the baccalaureate degree and to include in their programs a concentration in one of the disciplines or professional fields offered by the College.

All students will be expected to plan their programs in consultation with the Coordinator of Black Studies and their departmental or faculty adviser.

Each student wishing to include black studies in her program will normally be required to enroll in Black Studies 10, 11, a two-semester basic survey of the history and issues of the black experience in Africa and the Americas (see course description following).

Black Studies 10, 11 Introduction to Black Studies 4 sem. hrs. each semester

Designed to provide students with an interdisciplinary and integrative view of the black experience. Selected topics within the black experience, including African background, the European exploration and colonization of Africa and the New World, the black experience in the Americas (North and South), and its relationship to the rise of the Third World. Semesters may be taken independently of each other. *Ogedengbe, and other members of the faculty.*

Further courses on the black experience may be elected in relation to the student's field of concentration from the following course offerings:

Education 114	The Teaching of Afro-American and Other Ethnic Groups
Sociology 19	Comparative Social Systems

Sociology 24	Social Psychology of the Black Experience in America
Sociology 36	Sociology of Urban Regions
Sociology 38	Sociology of African Literature
Sociology 46	Seminar in the Social Psychology of the Black Experience in America: 1600-1865
Sociology 47	Seminar in the Social Psychology of the Black Experience in America: 1865-Present
Sociology 48	Sociology of Preindustrial Cosmologies: Ritual and Drama
Management 26	The Black Community and Organizational Design
History 29	The World and Western Europe Since 1800: The Revolution in Modernization
History 52	Race and Society
History 71	History of Africa
History 73	African Studies: Slavery and Deprived Status in Traditional and Colonial Africa (Seminar)
History 75	Social Movements and Protests in Africa (Seminar)
History 152	Du Bois (Seminar)
Economics 49	Urban Economics
Government 52	Seminar in International Relations
English 55	Black Fiction in America
English 56	Modern American Black Poetry and Drama
English 111	Problems in the Contemporary Black Novel in America
Art 30	Art History from a Black Perspective

Black Studies 70 Senior Experience: Seminar and Internship 8-16 sem. hrs.

A seminar in the issues of contemporary urban life: housing, education, and public services, the relation of suburban and urban population to public policy, and the role of political organization and process in the resolution of these issues. Each student will be provided with an internship in a legislative or administrative agency concerned with urban issues and their effect upon the lives of black Americans and the poor. Other options include an interdisciplinary seminar in black studies and independent study projects.

Faculty

Marva G. Carter, M.M. *Coordinator of Black Studies and Instructor in Music*

The Health Sciences

Concentration in Medical Technology*

This concentration leads to the baccalaureate degree and to the Diploma in Diagnostic Laboratory Science. The College is affiliated with the Beth Israel Hospital and the courses in the concentration are given in the student's final year in the laboratories of this hospital by members of its staff. The program is approved by the Council on Medical Education of the American Medical Association and by the American Society of Clinical Pathologists. If at any time a student's work, conduct, or health is unsatisfactory, she may be required to withdraw from the program.

After graduation the student may be employed in the diagnostic laboratories of hospitals, clinics, or physicians, or in the health service departments of industry and educational institutions. By electing additional advanced science courses, a student may qualify as a research assistant in specialized fields of medical research or as a candidate for admission to graduate work in these specialized fields.

Requirements

Medical Technology 40	Clinical Chemistry
Medical Technology 41	Blood Grouping and Banking
Medical Technology 42	Medical Bacteriology
Medical Technology 43	Histological Techniques
Medical Technology 45	General Diagnostic Methods. (This serves as the senior seminar, since in it each student is required to carry out an individual project and to take part in seminars held in conjunction with each of the medical technology courses.)

Prerequisites. In order to qualify for the concentration in medical technology, students are required to complete during the first year Biology 13, Adaptations of Animals; Biology 15, Adaptations of Plants; and Chemistry 13, Principles of Chemistry, and Chemistry 14, Chemistry of the Covalent Bond. A semester of Mathematics 10, Calculus, must be completed before Chemistry 26. In the second year students must take Biology 21, Microbiology; Biology 25, Chemistry and Biology of Cells; Chemistry 25, Organic Chemistry; and Chemistry 26, Analysis and Equilibrium. During the third year students must take Biology 22, Human Anatomy; Biology 47, Host-Parasite Relationships; and Biology 34, Physiology. One year of college physics is strongly recommended.

**Students interested in this concentration should consult the Chairman, Department of Biology, for additional information.*

Courses

Courses in medical technology are held at the Beth Israel Hospital and are not open to students in other programs of the College.

Med. Tech. 40-0 Clinical Chemistry 8 sem. hrs.

The application of modern analytical chemistry to clinical medicine. The broader aspects of human biochemistry. Laboratory work to develop proficiency in the performance of approximately 25 common procedures and some understanding of rare and more complicated analyses.

Med. Tech. 41-2 Blood Grouping and Banking 4 sem. hrs.

Techniques of blood grouping, Rh typing, and crossmatching tests. Special testing for blood-group antibodies and the preparation of fractions of blood. An orientation to records, donor requirements, and bleeding technique.

Med. Tech. 42-0 Medical Bacteriology 8 sem. hrs.

Methods of identifying medically important bacteria. The student is instructed how to use for the purpose of identification the characteristics of pathogenic bacteria and common saprophytes; e.g., colonial and microscopic morphology, immunologic properties, growth requirements, and biochemical reactions. A brief introduction to the diagnosis of disease by serological methods.

Med. 43-1 Histological Techniques 4 sem. hrs.

Principles of tissue staining and the methods used in preparing samples for microscopic examination. Students participate in the fixation, dehydration, paraffin imbedding, cutting, and staining of tissues removed at surgical operations and post-mortem examinations. Special techniques such as frozen section and celloidin imbedding.

Med. Tech. 45-0 General Diagnostic Methods 8 sem. hrs.

The collection of samples of both venous and capillary blood; hematology; the simpler screening techniques and the morphology of stained films of peripheral blood and bone marrow; general diagnostic tests applied to other body fluids; microscopic examination of the urinary sediment; kidney physiology.

Faculty

David Galland Freiman, M.D., A.M. *Lecturer on Pathology and Applied Histology and Medical Director of the Program in Medical Technology*

Aileen Weathers Dowd, S.B. *Lecturer on Biochemistry and Educational Director of the Program in Medical Technology*

Lippman Hart Geronimus, Ph.D. *Lecturer on Bacteriology and Immunology*

Murray Golub, S.M. *Lecturer on Biochemistry*

Paul Richard Reich, M.D. *Lecturer on Hematology*

Earl Jay Kasdon, M.D. *Lecturer on Pathology*

Sara Ballard Murray, Sc.M. *Special Instructor in Histologic Technique*

Jeanette Ruth Harpel *Special Instructor in Diagnostic Laboratory Methods*

Hilde Sonntag Rosbash *Special Instructor in Cytology*

Concentration in Orthoptics*

The concentration in orthoptics prepares graduates to work with ophthalmologists in the diagnosis and treatment of defects and diseases of the eye, using techniques which have increased in complexity within recent years. Such professionally trained assistants greatly aid those physicians who are specialists in the treatment of pathological conditions of the eye.

Requirements

Orthoptics 43 Physiological Optics

Orthoptics 47 Orthoptics

The courses in this concentration are taken during the fourth year at the Massachusetts Eye and Ear Infirmary, with which Simmons College is affiliated. Although the academic requirements are met at the end of the fourth academic year, an additional period of six months of internship is necessary before graduates qualify as candidates for the examination for certification of the American Orthoptic Council. Students begin their 15-month course at the Infirmary on July 1 following their junior year and complete their work on September 30 after the conclusion of the senior year. Degrees will be granted to graduates of this program in October following the completion of the internship at the Infirmary. Owing to the limitation of space at the Infirmary, not more than two students may be admitted to this program in a given year. If at any time a student's work, health, or conduct is unsatisfactory, she may be required to withdraw from the program.

Prerequisites: In order to qualify for the concentration in orthoptics, students are required to complete Biology 13, Adaptations of Animals; Biology 15, Adaptations of Plants; Chemistry 11, Introductory Chemistry, Inorganic and Physical, and Chemistry 12, Introductory Chemistry: Organic; Psychology 20, Introduction to Psychology; Psychology 35, Developmental Psychology; Biology 22, Human Anatomy; Biology 21, Microbiology; and Biology 34, Physiology.

Courses

Classes in orthoptics are held at the Massachusetts Eye and Ear Infirmary and are not open to students in other programs of the College.

Orth. 43-0 Physiological Optics 5 sem. hrs.

Physical and physiological optics. Given to postgraduate students in ophthalmology. Work on the optical bench. *Boeder.*

Orth. 47-0 Orthoptics 23 sem. hrs.

Actual work with patients under the supervision of the orthoptist in charge of the clinic. Lectures on the anatomy, physiology, and motility of the eye, and on refraction and perimetry. *Allen, Pollen, Garcia, Grove, Lingeman, Lee, Benjamin, Stromberg.*

**Students interested in this concentration should consult the Chairman, Department of Biology, for additional information.*

Faculty

Henry Freeman Allen, M.D. *Medical Director of the Program in Orthoptics*
Ann Elizabeth Stromberg *Lecturer on Orthoptics and Educational Director of the Program in Orthoptics*
Paul Boeder, Ph.D. *Lecturer on Physiological Optics*
Abraham Pollen, M.D. *Lecturer on Ocular Motility*
George E. Garcia, M.D. *Lecturer on Refraction*
Byron Spencer Lingeman, M.D. *Lecturer on Perimetry*
James R. Lee, M.D. *Lecturer on the Physiology of the Eye*
Steven N. Benjamin, M.D. *Lecturer on the Anatomy of the Eye*

Concentration in Physical Therapy*

Graduates of this concentration meet all requirements for a beginning position in physical therapy, for legal registration in all states, for eligibility under foreign exchange programs, and for further graduate study. Career opportunities exist in hospitals, rehabilitation centers, military service, Veterans Administration, public health services, and the clinics of business and industrial firms. Although requirements for admission to graduate school vary, opportunities and stipends are available to physical therapists interested in research, teaching, or administration. In addition to a master's degree in physical therapy, the most frequently elected fields for further study are in physiology, anatomy, and education, on either a master's or doctoral level, and in medicine.

The program in physical therapy extends over a period of four-and-one-half years. The requirements for the concentration are satisfied by the courses listed below for the final year and a half. The first three years are devoted to fulfilling the requirements in the necessary basic natural and social sciences, the distribution requirements, and electives. Although more than enough academic credits are accumulated to meet the minimum requirements for graduation in other programs, neither the degree nor the diploma is awarded unless all courses in the final year and a half have been completed with satisfactory grades.

The facilities in the affiliated hospitals are such that a limitation must be placed on the number of students admitted to the program in a given year. A candidate may be rejected by the Provost when she applies for admission to the program, if, after medical consultation, she is judged for reasons of health or emotional stability to be unfit for this program. Further, if at any time a student's work, conduct, or health is unsatisfactory or if she fails to manifest those qualities judged to be essential in the practice of physical therapy, she may be required to withdraw from the program.

Requirements

Biology 49	Advanced Physiology
Physical Therapy 30	Advanced Human Anatomy
Physical Therapy 32	Psychology of the Handicapped

**Students interested in this concentration should consult the Chairman, Department of Biology, for additional information.*

Physical Therapy 33	Orthopedic and General Surgery
Physical Therapy 34	Neurology
Physical Therapy 35	Medicine
Physical Therapy 36	Psychiatry
Physical Therapy 37	Pathology
Physical Therapy 39	Electrotherapy
Physical Therapy 40	Massage
Physical Therapy 41	Therapeutic Exercise
Physical Therapy 42	Hydrotherapy
Physical Therapy 43	Ethics and Administration
Physical Therapy 44	Clinical Practice*
Physical Therapy 45	Orientation to Nursing Techniques
Physical Therapy 46	Cerebral Palsy
Physical Therapy 47	Functional Training
Physical Therapy 48	Occupational Therapy

Prerequisites. In order to qualify for the concentration in physical therapy, students are required to complete during their first year Chemistry 11, Introductory Chemistry: Inorganic and Physical, and Chemistry 12, Introductory Chemistry: Organic; Biology 13, Adaptations of Animals; and Biology 15, Adaptations of Plants. In the second year students must take Biology 21, Microbiology; Physics 10, 11, Introductory Physics; Psychology 20, Introduction to Psychology; and Psychology 35, Developmental Psychology. During the third year students must take Biology 22, Human Anatomy, and Biology 34, Physiology.

In general, electives should be chosen outside the area of science, but in accordance with individual interests. A course in introductory statistics is suggested, but courses in literature, the arts, and the social sciences are primarily recommended.

One-and-One-Half-Year Program in Physical Therapy

Properly qualified college graduates may be admitted to the final year and a half of the undergraduate program in physical therapy, and are eligible for the Diploma in Physical Therapy upon the satisfactory completion of the program. Preference is given to applicants who offer eight semester hours each in general biology, physics, and chemistry, and four each in anatomy, microbiology, and physiology. Applicants should have completed 12 semester hours in the social sciences, including at least eight in psychology.

See page 29 for information regarding traineeships.

Courses

Classes in physical therapy are held in affiliating hospitals, and are not open to students in other programs of the College.

Physical Therapy Orientation

The field of physical therapy including historical background, current procedures, illustrative case histories, and observation of treatment at the Chil-

**This course satisfies the requirement for the senior seminar.*

dren's Hospital Medical Center. Required for second-year students in the physical therapy program.

The following courses, given in the final year and a half, are designated by the numbers 1, 2, and 3 respectively, following the dashes, to correspond to the semesters in which courses are given. (The third semester begins in the summer and continues until the end of the program.) For example, 12 following the dash indicates a course extending through the first and second semesters.

Phys. Th. 30-12 Advanced Human Anatomy 12 sem. hrs.

Dissection of human anatomical material with special reference to the skeletal and neuromuscular systems. Correlation with functional and clinical considerations. *Thomson and associates.*

Phys. Th. 32-2 Psychology of the Handicapped 1 sem. hr.

Psychology as applied to individual differences, development growth, and adjustment. Psychodynamic mechanisms with special reference to disease and trauma.

Phys. Th. 33-23 Orthopedic and General Surgery 4 sem. hrs.

Nature, clinical course, and specific treatment of selected diseases and disabilities, primarily those affecting the skeletal and neuromuscular systems. *Hall, Trott, Colodny, and associates.*

Phys. Th. 34-3 Neurology 1 sem. hr.

Neuroanatomy and neurophysiology of the central, peripheral, and autonomic nervous systems. Correlation with common diseases and traumatic lesions, particularly those affecting motion, with symptomatology and treatment. *Picard.*

Phys. Th. 35-3 Medicine 1 sem. hr.

Illustrated lectures on general medicine, with special emphasis on those conditions in which physical therapeutic measures are effective. *Block, Feinbloom, and associates.*

Phys. Th. 36-3 Psychiatry 1 sem. hr.

Classification of mental disease with symptomatology, prognosis, and principles of treatment. Illustrative case histories. *Prager.*

Phys. Th. 37-2 Pathology 2 sem. hrs.

Illustrated lectures concerning the nature and certain causes of disease, the reactions of the body to deleterious agents, and associated alterations in function. *Vawter.*

Phys. Th. 39-12 Electrotherapy 2 sem. hrs.

The physical nature and physiological effects of radiant energy and various electrical currents of diagnostic and therapeutic value. Indications for use and technique of application. Lecture, demonstration, and laboratory practice. *Shriber.*

Phys. Th. 40-1 Massage 2 sem. hrs.

Principles and techniques of massage. Physiological basis, indications, and contra-indications in specific disease entities. Lecture and laboratory. *Cady.*

Phys. Th. 41-123 Therapeutic Exercise 8 sem. hrs.

Classification, purposes, and principles of exercise as a therapeutic agent. Techniques

of performance. Anatomical, mechanical, and physiological aspects of motor activity, and procedures for the evaluation of motor deficit. Selection and modifications of exercises in specific disabilities. Methods of teaching. *McCarthy, Zausmer, Ionta, Moushegian, Cady.*

Phys. Th. 42-3 Hydrotherapy *No credit*

Lecture, demonstration, and practice in the use of water as a therapeutic agent. Special emphasis on underwater-exercise functional activity. *McCarthy.*

Phys. Th. 43-23 Ethics and Administration *No credit*

Principles of medical ethics and law for physical therapists, inter-professional relationships, administrative responsibilities. *McCarthy, Ionta, Moushegian, and associates.*

Phys. Th. 44-23 Clinical Practice *8 sem. hrs.*

Supervised experience in the practice of physical therapy in the departments of affiliating hospitals and rehabilitation centers. Clinical instruction in the selection and development of individual or group activity. Participation with others in total patient care. Six hundred hours. *Cady, Cassella, Ionta, Moushegian, and associates.*

Phys. Th. 45-23 Orientation to Nursing Techniques *No credit*

Instruction, demonstration, and supervised practice in the general principles of medical asepsis, surgical dressings, and bandages; the application of splints, casts, and traction; precaution techniques; and other nursing procedures with which physical therapists should be familiar. *Morgan.*

Phys. Th. 46-3 Cerebral Palsy *1 sem. hr.*

Neurologic and pathologic mechanisms, clinical aspects, methods of evaluation and treatment. Observation in the Cerebral Palsy Unit of the Children's Hospital Medical Center. *Willson and associates.*

Phys. Th. 47-3 Functional Training *2 sem. hrs.*

Lecture, demonstration, and practice in teaching functional activity to the handicapped; functional evaluation tests and gait analysis; the use of crutches, braces, prosthetic appliances and other assistive devices. *McCarthy, Cassella.*

Phys. Th. 48-3 Occupational Therapy *No credit*

Principles and application. Fifteen hours. Members of the Occupational Therapy Department, Bay State Medical Rehabilitation Clinic. *Fishwick.*

Faculty

John E. Hall, M.D. *Lecturer on Orthopedics and Medical Director of the Program in Physical Therapy*

Claire F. McCarthy, M.S. *Lecturer on Physical Therapy and Educational Director of the Program in Physical Therapy*

William J. Schriber, M.D., A.M. *Lecturer on Physical Medicine and Electrotherapy*

Elizabeth F. Zausmer, Ed.M. *Lecturer on Physical Therapy*

Arthur W. Trott, M.D. *Lecturer on Orthopedics*

Arnold H. Colodny, M.D. *Lecturer on Surgery*

Alan Prager, M.D. *Lecturer on Psychiatry*

Gordon F. Vawter, M.D. *Lecturer on Pathology*

Ernest V. Picard, M.D. *Lecturer on Neurology*

Peter C. Block, M.D. *Lecturer on Medicine*

Sandra J. Thomson, M.D. *Lecturer on Anatomy*

Richard I. Feinbloom, M.D. *Lecturer on Medicine*

Floyd H. Gillis, M.D. *Lecturer on Anatomy*

Marjorie K. Ionta, B.S. in Phys. Ed. *Special Instructor in Physical Therapy*

Grania O. Fishwick, O.T.R. *Special Instructor in Occupational Therapy*

Sybil A. Moushegian, B.S. *Special Instructor in Physical Therapy*

Alice M. Shea, M.A. *Special Instructor in Physical Therapy*

Mary Ann Cody, B.S. *Special Instructor in Physical Therapy*

Susan B. Perry, B.S. *Special Instructor in Physical Therapy*

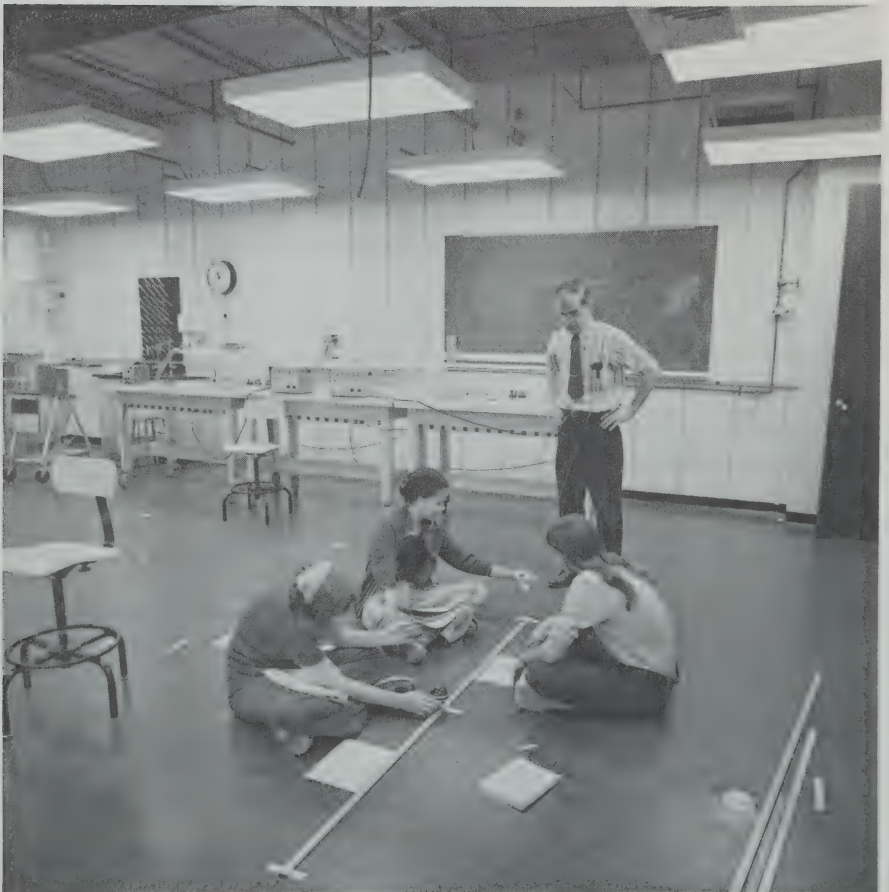
Lois B. Morgan, R.N. *Special Instructor in Nursing Procedures in the Physical Therapy Program*

Michelina Cassella, B.S. *Special Instructor in Physical Therapy*

Patricia A. Carvajal, B.S. *Special Instructor in Physical Therapy*

Marnee L. Willson, B.S. *Special Instructor in Physical Therapy*

Joan K. Widell, B.A. *Special Instructor in Physical Therapy*



Other Programs

Computer Applications

Simmons students have access to a broad variety of digital computers from time-sharing terminals located at the Fenway campus. Students in the natural and social sciences make use of computers in conjunction with course work and may elect special work in computer-related areas of the field of concentration.

The following courses involving computer applications, offered by various academic departments, range from elementary to advanced levels. Full course descriptions may be found in the course listings of the respective departments.

Chem. 01	Computer Appreciation / BASIC Programming
Econ. 37	Mathematical Economics
Econ. 48	Econometrics
Mgt. 35	Management of Information Systems
Math. 41	Numerical Methods
Math. 51	Mathematics of Decision Making
Math. 53	Introduction to Fortran IV Programming
Math. 54	Systems Programming
Psych. 45	Learning

In addition to the above courses, students may arrange for individual study in computer applications in psychology, mathematics, chemistry, and economics. The following courses are open only to students in the School of Library Science:

Library Science 185	Electronic Information Systems
Library Science 186	Library Systems Analysis

Hebrew College

Courses in Hebraic and Arabic language and literature, history, philosophy, and sociology may be elected for credit by qualified students.

Under the provisions of an inter-institutional agreement between Hebrew College and Simmons College, duly enrolled students at Simmons College may elect to include in their programs, for full credit, any courses normally offered by Hebrew College, subject to certain conditions, the details of which should be obtained from the Registrar. A Simmons College student desiring to pursue a course or degree program at Hebrew College must be recommended to the Registrar by her adviser or department chairman. The student will then be referred to Hebrew College, which reserves the right to determine whether prerequisites for the course or program in question have been met and whether the student is fully qualified to pursue the course(s) elected.

Introductory and intermediate courses in Hebrew prerequisite for further study at Hebrew College are offered by the Simmons College Department of Foreign Languages and Literatures.

Urban Home Economics Program*

The Urban Home Economics Program is intended primarily for women from inner-city areas who are presently working in para-professional and sub-professional positions in the field of home economics. Supported by grants from the Commonwealth of Massachusetts and Carnegie Corporation, the objective of the program is to prepare these women for a baccalaureate program through a specially devised curriculum and field work as well as to enable them to work in poor urban communities on a professional level in the fields of home economics, home management, dietetics, and teaching.

The program offers women a special curriculum in home economics as a starting point in higher education. Upon completion of the required courses, students may apply for admission to degree candidacy through Continuing Education.

With permission of the program Director, regular Simmons undergraduates will be allowed to enroll in Urban Home Economics courses for credit.

Courses

Food U. 23

The basic principles of food selection, preparation, and purchasing will be presented with special emphasis on the needs of the urban family for improved knowledge of nutrition through foods. Discussion around use of donated foods, home care, and the effects of hunger will be offered. *Thorpe.*

Nutrition U. 25

The basic principles of nutrition and how to apply such principles realistically to serve low-income urban families will be discussed along with methods and techniques to be used in the selection and preparation of foods for ethnic and cultural groups, while conserving the nutritive values. Studies and discussion of federal, state, and city agencies presently involved in nutrition for low-income families. *Brown.*

Home Management U. 34

A study of administration of the urban home. Presentations will be made of pressures which cause poor home management, and ways in which urban families can utilize all of their non-financial resources. The course will cover the design for living in small, multi-unit apartment buildings; time buying; energy, knowledge, interest, skills, and attitudes of family members and community agencies. Birth control will be discussed, and some sensitivity sessions will be held. *Johnson, Bryan.*

Child and Adolescent Growth and Development U. 35

The physical, social, emotional, and intellectual development of the child from birth through adolescence, with emphasis on individual interpretations by differing subcultures. *Smith.*

Seminar and Field Work U. 36

The purpose of the Seminar and Field Work in Urban Home Economics is to increase the educational value of the students' work experience in community agencies and to relate their academic learning to careers in the field of home economics. *Houston, Brown.*

Urban Sociology U. 37

An examination of how individuals and groups have adapted to life in urban areas and ways in which governmental representatives and social scientists have attempted to facilitate this adaptation, i.e., urban social programs. The class will be expected to design and present a task force report dealing with some aspect of urban sociological phenomena. This will necessitate contacts with those involved in urban programs as well as intensive examination of representative urban programs. *Hamilton.*

Consumer Education U. 47

A study of the issues and resolutions of consumer education as encountered by the urban resident. The course will cover government agencies and laws, dealing with consumer rights; budgeting; augmenting salaries; comparative and selective buying; economic development in poor communities. Attention will be given to the urban dweller as a consumer of social, educational, and health services with inspections of the sources of funds set up to meet these needs. *Matthews.*

The Urban Family U. 57

Effect of social forces on family relations, development of children, prenatal development in black, Spanish-speaking, and poor white families. Study of research projects done on the black/poor family and examination of the research findings and statistics as they influence the black/poor family's life style, motivation, and opportunities. Close scrutiny as to the impact such findings have on fundings in and for the urban communities. Role of the home economist in planning and implementing relevant and effective urban programs. *Hamilton.*

Preparatory English U. 01

Designed to develop and improve basic communication skills, using the major literary forms. The first semester is devoted to the mechanics of grammar and punctuation, paragraph structure, and logical arrangement of ideas. The second semester stresses the critical analysis of literature, creative writing, and comparison of genres. *Hull.*

Faculty

Amanda V. Houston *Director of the Urban Home Economics Program for Continuing Education*

Shirley Z. Brown, B.S. *Special Instructor in Nutrition*

Beverly Hamilton, M.S.W. *Special Instructor in Sociology and the Urban Family*

Helen B. Hull, A.B. *Special Instructor in English*

Yvonne Matthews, S.B. *Special Instructor in Consumer Education*

Lucy W. Thorpe, B.S. *Special Instructor in Foods*

* This pilot program will terminate at the end of the first semester of the academic year 1973-74.





THE GRADUATE DIVISION

The Graduate Division

Summer Courses

Summer courses for graduate students are offered by the School of Library Science and the Department of Education. The programs are described in the sections devoted to these fields.

During the summer of 1973 an institute for high school teachers of chemistry will be offered under a grant from the National Science Foundation. From time to time other summer institutes are offered.

The Department of Education holds classes for members of its Master of Arts in Teaching program, as well as for other qualified students who wish to transfer credit elsewhere. Graduate courses in education are offered for students in programs in library science and home economics education.

Diplomas

Diplomas are granted to students who complete successfully the one-year programs in management, medical technology, or communications, the 15-month program in orthoptics, or the year and a half program in physical therapy, and who receive a quality rating similar to that required for the baccalaureate degree.

The Degrees of Master of Arts, Master of Philosophy, Master of Arts in Teaching, or Master of Science

The conditions for obtaining the master's degree are as follows:

1. Every candidate for the master's degree must hold the baccalaureate degree from an accredited institution.
2. The candidate must offer evidence of satisfactory completion of such courses as may be prescribed as prerequisites to the work of the graduate program he or she seeks to enter.
3. A quality point average of at least 2.67 (B-) or the equivalent is expected.
4. The subjects elected must be approved by the school or departmental adviser.
5. The candidate is expected to pursue studies at the College for at least one year after receiving the baccalaureate degree. A year's work ordinarily includes at least 32 semester hours. The fulfillment of all requirements for the master's degree must demonstrate the candidate's academic ability to meet a high standard. It is understood that a student's connection with the College may be terminated whenever, in the judgment of the faculty, he or she has failed to show sufficient industry, scholarship, or professional aptitude.

The Degree of Doctor of Arts

For information on the School of Library Science's Doctor of Arts program for library administrators see page 187.

Fees for Graduate Division and for Post-Baccalaureate Programs

Bills must be paid prior to attending any classes.

Application Fee

Master's programs	\$15
Doctor of Arts program	\$25

Tuition Fees, per semester hour

Master's degree and non-degree students	\$78
Doctor of Arts program	\$83

Summer Programs Fee, per semester hour

Student Activities Fee

Library Science, per semester or summer session	\$2
Social Work, per semester	\$5

Social Work Field Fee, per semester

(required of all S.W. students enrolled in field work)

Graduation Fees

Master's Degree or the Diploma	\$7.50
Doctor of Arts degree	\$75*

Other Course Fees

See page 23.

Health Fee

The services of the Health Center are available to all graduate students upon payment of the Health Fee, provided written notification of intention is sent to the Comptroller's Office before September 1 by those students who wish to avail themselves of the Health Center services. Student accident and reimbursement insurance is included in the Health Fee. See page 21.

Residence charge for summer students

For students who live in the residence halls during the six-week summer session	\$280
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Scholarships for Graduate Students

Scholarships are offered in limited number to students who have been accepted for admission to the graduate programs in the Schools of Library Science and Social Work. Information concerning the scholarships will be found in the respective graduate bulletins. Application forms may be obtained from the Director of the School concerned.

The amounts of graduate scholarships in other departments range from limited to non-existent. Applicants who have a serious financial problem should mention it at the time of application.

**Includes appropriate doctoral hood.*

School of Library Science

The School of Library Science offers professional programs for qualified college graduates, both men and women. One program, fully accredited by the Committee on Accreditation of the American Library Association, leads to the degree of Master of Science upon the completion of 36 semester hours of graduate courses, at least 32 semester hours of which must be taken in the School of Library Science, Simmons College. The School also offers an advanced program for librarians in service leading to the degree of Doctor of Arts.

The library profession affords a broad range of opportunities in differing specializations and types of libraries—opportunities which vary from scholarship to administration, from service to children, young people, and adults, to work with research specialists. Accordingly, the School of Library Science, in its Master of Science program, provides a full range of elective specializations to meet the interests of those who wish to work with children in schools and public libraries, in other areas of public, college, and university libraries, and in special libraries. Fundamentally, librarianship deals with books and other materials which cover every subject and which the librarian must relate to people of all ages and degrees of education. This requires a considered awareness of the significance of the library in both the local community and society at large. It also requires ability to judge books in terms of the needs of the individuals who use them. Those who like people, as well as books, will find librarianship a rich and satisfying profession.

While a general education is an essential foundation for the study of library science, a subject interest that has been developed through adequate academic preparation frequently has direct application in the library field. The existence of numerous special libraries and special collections in general libraries offers attractive opportunities for those who have specialized in the social sciences, the physical and biological sciences, the fine arts, and other subject areas.

The Graduate Bulletin of the School contains detailed information regarding admission and degree requirements, course offerings, financial aid, and other related material, and should be consulted by those contemplating graduate study in library science at Simmons College. Copies of the *Graduate Bulletin*, the schedule of classes, the summer session announcement, and application forms may be obtained from the Administrative Assistant of the School of Library Science.

Master of Science Program

Candidates for admission to the Master of Science program must offer assurance of capacity for graduate work, as well as professional aptitude. All applicants must hold a baccalaureate degree in the liberal arts or sciences from an accredited college or university. Those who are graduates of institutions where a system of letter grades is employed are expected to have achieved at least a B average in their final two years of undergraduate work or

in their major field of study. In addition, applicants are expected to have achieved at least a B— average in their overall preparation. A reading knowledge of at least one modern foreign language is required of all students in the School. This requirement is normally met by the satisfactory completion of two semesters of a college course in a modern foreign language at the intermediate level. Alternatively, the requirement may be met by passing a proficiency examination that demonstrates an equivalent level of language competence. Students who have a major in a field which seems appropriate for special library service, such as art, music, law, or business, may be considered for admission. All candidates must present a minimum of three full academic years (96 semester hours) of creditable undergraduate work in the liberal arts and sciences, exclusive of professional courses. Certain candidates may, at the option of the School, be requested to submit scores from the Aptitude Test portion of the Graduate Record Examination. All candidates are encouraged to take this examination and to submit their scores as part of the applicatory process.

Application for admission to the Master of Science program is made on a form obtained from the Administrative Assistant of the School of Library Science. A \$15 application fee, which is not refundable, official transcripts of the college record and a statement of graduation, a satisfactory report of health on forms provided by the School, personal recommendations, and, whenever required, a personal interview with a representative of the School, complete the application for admission.

Applicants for the Master of Science program are urged to file their applications, with supporting documents, well in advance of the session in which they wish to begin study, in order to insure proper consideration of their credentials. *It should be noted* that applications must be completed no later than April 1 for the summer session, July 1 for the September semester, and November 1 for the January semester. Applications that are completed after the above deadlines will be set aside and considered for later academic sessions. Applicants should also understand that no consideration can be given to their applications until *all required supporting credentials*, including the health certificate, have been received. Accordingly, the School cannot assume responsibility for processing applications unless *all documents* are in hand by the deadlines indicated above.

Both full-time and part-time students may begin their studies with the summer session, the September semester, or the January semester. Classes are offered during regular daytime hours, late afternoons, and evenings; the admission requirements and instructional standards are identical. Courses equivalent to the one-year program are also offered in a series of summer sessions to qualified men and women. The entire program may be completed in four to five summers or by a combination of summer and term-time courses.

The Doctor of Arts Program

In January 1973 the Corporation of Simmons College authorized establishment of a new program in the School of Library Science leading to the degree of Doctor of Arts with a specialization in library administration. The objective of the

Doctor of Arts program at Simmons College is to provide experienced librarians with intensive advanced preparation for administrative and supervisory careers in libraries and information centers. The Doctor of Arts degree has in recent years become an alternative to the Ph.D. in a number of academic disciplines due to higher education studies such as those sponsored by the Carnegie Foundation. Simmons College, however, is believed to be the first to offer the new credential in librarianship.

The Doctor of Arts program is based upon the conviction of the Faculty of the School of Library Science that advanced study in preparation for higher level administrative responsibility should focus on specialized knowledge directly applicable to the operational concerns of libraries. The aim of the program is to provide an opportunity for an individualized program of systematic study that is interdisciplinary in character and centers on the application of sound principles of modern management to the solution of library administrative problems. In contrast with programs leading to the Ph.D. or D.L.S., the Doctor of Arts degree program is intended exclusively for those planning careers in library administration. It is not a "research" degree, and does not, therefore, include a dissertation requirement. Within the program, students may choose from among public library administration, academic library administration, or school media center administration as areas of specialization.

Minimum Requirements for Admission to the Doctor of Arts Program

All candidates for admission must hold a baccalaureate degree from an accredited institution with an appropriate distribution of liberal arts. They must in addition hold a master's degree from a program in library science accredited by the American Library Association or a master's degree in educational media from an accredited institution. Moreover, all candidates must hold a master's degree in a second relevant subject or offer evidence of equivalent academic preparation as deemed an acceptable substitute by the Committee on Doctoral Study. All three degrees should reflect a high quality of academic performance through the presentation of a superior academic record.

Candidates for the Doctor of Arts program must give evidence through a written statement that their professional goals are consistent with the goals of the program. It is expected that all candidates will present a background of several years of library experience, including supervisory or administrative experience. An interview with the Committee on Doctoral Study will be required and appropriate testimonials to the professional competence of the applicant will be requested as well as a satisfactory report of health on forms provided by the College.

A candidate for admission to the Doctor of Arts program for whom English is not the native tongue must achieve a satisfactory score on the English Proficiency Test administered by the English Language Institute of the University of Michigan.

Since enrollment in the Doctor of Arts program is limited, admission is on a selective basis. Candidates must understand that meeting the minimum requirements set forth above does not, in itself, assure admission to the program.

Application for admission to the Doctor of Arts program is made on a form obtained from the Administrative Assistant of the School of Library Science. A \$25 application fee, which is not refundable, official transcripts of all academic work currently in progress or completed, a satisfactory report of health on forms provided by the College, professional recommendations, a personal statement of professional career goals in relation to the goals of the Doctor of Arts program, and a personal interview with the Committee on Doctoral Study complete the application for admission. Certain candidates may, at the option of the School, be requested to submit scores from the Aptitude Test portion of the Graduate Record Examination. All candidates are encouraged to take this examination and to submit their scores as part of the application process.

Courses

Courses in library science are open only to graduate students. See the bulletin of the School of Library Science for course descriptions.

Master of Science Program :

- L.S. 101 Current Library Issues
- L.S. 106 Organization and Administration of School Media Centers/School Libraries
- L.S. 107 Reference Methods
- L.S. 108 Bibliographical Methods
- L.S. 109 Literature of the Social Sciences
- L.S. 110 Service to Adults
- L.S. 111 Intellectual Freedom and Censorship
- L.S. 113 Literature of the Humanities
- L.S. 114 Organization and Administration of Special Libraries
- L.S. 115 Organization of Knowledge in Libraries
- L.S. 117 Advanced Cataloguing and Classification
- L.S. 118 Technical Services
- L.S. 120 Modern Publishing and Librarianship
- L.S. 124 The Film in Communication
- L.S. 128 Government Documents
- L.S. 132 Research Techniques
- L.S. 135 Biomedical Literature and Communication
- L.S. 168 Media Utilization: Theory and Application
- L.S. 170 History of Graphic Communication in Western Civilization
- L.S. 172 The Experience of Management
- L.S. 181 Libraries, Contemporary Issues, and the Child
- L.S. 183 Libraries, Contemporary Society, and the Adolescent
- L.S. 184 Literature of Science and Technology
- L.S. 185 Library Computer Systems
- L.S. 190 Comparative Librarianship

Seminars and Advanced Independent Study, Master of Science Program

- L.S. 201 Library History
- L.S. 203 Library Administration
- L.S. 206 Organization and Administration of School Media Centers
- L.S. 207 Reference Literature and Services
- L.S. 208 Subject Bibliography
- L.S. 210 Library Adult Education Services

- L.S. 211 Media Guidance for Children
- L.S. 212 Media Guidance for Young People
- L.S. 213 Special Library Service
- L.S. 215 Classification and Subject Cataloguing
- L.S. 217 Cataloguing
- L.S. 218 Government Publications
- L.S. 220 History of Books and Publishing
- L.S. 231 Research and Bibliographical Method in Subject Fields
- L.S. 235 Education for Librarianship

Doctor of Arts Program :

The following courses are open only to graduate students who have been admitted to the Doctor of Arts program or hold postgraduate standing. They may also be open, with permission of the instructor, to students who have achieved candidacy for the Master of Science degree.

- L.S. 300 Supervised Study
- L.S. 302 Public Libraries: Radical Perspectives for Change
- L.S. 303 Academic Libraries: Radical Perspectives for Change
- L.S. 305 Supervised Field Research
- L.S. 332 Research Methods
- L.S. 342 Applied Statistics for Library Management
- L.S. 366 Advanced Problems in School Media Center Administration
- L.S. 386 Library Systems Analysis
- L.S. 399 Contemporary Management Theory

Faculty

Kenneth Raymond Shaffer, A.B., B.S. in L.S. *Professor of Library Science and Director of the School of Library Science*

Thomas John Galvin, Ph.D. *Professor of Library Science and Associate Director of the School of Library Science*

Josephine Riss Fang, Ph.D. *Associate Professor of Library Science*

James Michael Matarazzo, S.M., A.M. *Associate Professor of Library Science*

Arthur James Anderson, S.M. *Assistant Professor of Library Science*

Richard Phillips Palmer, Ph.D. *Assistant Professor of Library Science*

Timothy Wayne Sineath, Ph.D. *Assistant Professor of Library Science*

James Carroll Baughman, Ph.D. *Assistant Professor of Library Science*

Ching-Chih Chen, Ph.D. *Assistant Professor of Library Science*

Juan R. Freudenthal, Ph.D. *Assistant Professor of Library Science*

Estelle Jussim, D.L.S. *Assistant Professor of Library Science*

Leigh Estabrook, S.M. *Assistant Professor of Library Science*

Margaret Mary Kimmel, M.L.S. *Assistant Professor of Library Science*

Julia Emmons Bugge, M.S. *Assistant Professor of Library Science*

Walter Thaddeus Dziura, S.M. *Lecturer on Library Science*

S. Eunice Wenstrom, M.R.E. (Prin.), S.M. *Administrative Assistant, School of Library Science*

Agnes Anne Masterson, S.M. *Librarian, School of Library Science*

Rita Mary Kopczynski, A.B. *Library Assistant, School of Library Science*

Kathleen Mary Peroni *Secretary to the Director, School of Library Science*

Elizabeth Ellen Good *Secretary to the Associate Director, School of Library Science*

Mary Lou Gevry *Secretary for the School of Library Science*

Judith Ann Young *Secretary in the Office of Library Science*

School of Social Work

The School of Social Work, located at 51 Commonwealth Avenue, Boston, offers a two-year graduate program preparing qualified men and women for the professional practice of social work, with particular competence in the application of the social casework method. The School aims to produce graduates who possess the knowledge, skills, and philosophy of social work, integrated and balanced in such a way as to enable them to function successfully in beginning professional social work positions and to continue to grow in ability and responsibility in future practice.

Classroom content is supplemented and tested through the student's field work in community social agencies and institutions selected as training centers. Field work and classroom instruction are undertaken concurrently. The core classroom curriculum is divided into four basic areas: human growth and the social environment; social welfare policy and services; social work research; and methods of social casework practice. Course content includes knowledge drawn from psychiatry, psychology, the social sciences, and law. Seminars in casework are designed to integrate theories from these allied disciplines with those of social work practice. Research instruction provides the skills necessary for small groups of students to complete projects related to contemporary social problems. Elective courses cover such subjects as Case-work with Children, Group Process, Group Treatment, Community Analysis and Community Work, and Ethnic Differences in Social Work Practice.

The School has three programs of a special nature which may be of interest to applicants:

1) A limited and selected number of applicants lacking B.A. degrees are accepted provided they possess outstanding ability and motivation and have had prior experience in a social work setting for at least four years, of which two have been in social casework.

2) For several years the School has admitted well-qualified women with children whose decreasing family responsibilities make part-time study possible, and whose personal characteristics indicate success in working with other people. The program is small and selective in admission. It is usually completed in four years, with the final year on a full-time basis. Applicants should have explored the social work field and their own qualifications thoroughly before contacting the School, and should be able to devote three days per week to the program. About 110 graduates are now successfully employed, and about 50 women are currently enrolled.

3) Also, the School offers training in a ten-week program for employed workers in social agencies who hold a bachelor's degree but do not, at this moment, wish to enter graduate school.

The School, in cooperation with the Placement Office of Simmons College, assists in the placement of its graduates.

Admission. The admission policy of the School is based on the following requirements:

1. Graduation from an accredited college.
2. Undergraduate work in the social sciences designed to provide applicants with some familiarity with American society and its institutions and some knowledge of human beings and their behavior.
3. Evidence of the applicant's intellectual capacity to carry classroom work at a graduate level.
4. Evidence of the applicant's personal qualifications for social work. Such evidence is expected to indicate (a) that the applicant has explored the field of social work and social work education with some persistence, intelligence, discrimination, and satisfaction; and (b) that the applicant is able to relate successfully to other people.

Degree. Two full academic years in residence are required for the Master of Science degree, unless the student has satisfactorily completed the first year in a school of social work which is a member of the Council on Social Work Education. The fulfillment of all requirements for the degree of Master of Science must demonstrate the candidate's ability to meet a high professional standard. (See also the section on page 184 entitled "The Degrees of Master of Arts, Master of Philosophy, Master of Arts in Teaching, or Master of Science.")

A bulletin giving more detailed information may be obtained by writing to the Director, Simmons College School of Social Work, 51 Commonwealth Avenue, Boston, Massachusetts 02116.

Courses

I. Theory and Practice

Year I

- | | |
|---------|--|
| S.W. 11 | Social Policy and Services |
| S.W. 20 | Human Growth and the Social Environment |
| S.W. 30 | Social Casework |
| S.W. 31 | Dynamics of the Group Process |
| S.W. 32 | Methods of Research |
| S.W. 37 | Ethnic Differences in Social Work Practice |
| S.W. 38 | Community Analysis |
| S.W. 39 | Therapeutic Intervention with Children |
| S.W. 72 | Major Issues in Drug Abuse |

Year II

- | | |
|----------|--|
| S.W. 215 | Adult Personality Disorders |
| S.W. 216 | Behavior Pathology of Childhood |
| S.W. 217 | Character Styles and Personality Disorders |
| S.W. 221 | Psychopathology |
| S.W. 222 | Sociological Perspectives on Deviance |
| S.W. 231 | Seminar in Social Casework |
| S.W. 233 | Family Treatment |
| S.W. 234 | Black Families and Social Welfare Policy in Contemporary America |
| S.W. 235 | Organizational Theory and Change |
| S.W. 236 | Dynamics of Organizational Change |
| S.W. 237 | Group Treatment |

- S.W. 239 Direct Casework with Children
- S.W. 240 Seminar in Administration and Community Planning
- S.W. 251 Seminar in Social Work Research
- S.W. 260 Crisis Intervention and Brief Casework Treatment
- S.W. 272 Social Group Work in the Treatment of Drug Abuse
- S.W. 281 Community Planning and Social Rehabilitation

II. Field Work

- S.W. 50 Field Work, First Year
- S.W. 250 Field Work, Second Year

Faculty

Meyer Schwartz, M.S.S.A. *Professor of Social Economy and Director of the School of Social Work*

Ethel Dorothy Walsh, S.M. *Professor of Social Economy*

Anne Soloveichik Gerber, A.M., S.M. *Professor of Social Economy*

****Helen Zarsky Reinherz, S.M., M.S.Hyg., Sc.D.** *Professor of Social Economy*

Louise Silbert Bandler, M.S.S. *Professor of Social Economy*

Robert F. Rutherford, Ed.M., S.M., D.S.S. *Professor of Social Economy and Dean of Graduate Studies, Simmons College*

James Mendrick McCracken, Jr., S.M. *Associate Professor of Social Economy*

Diana Pollard Waldfogel, M.S.W. *Associate Professor of Social Economy*

Charlotte Jeanette Dunmore, M.S.S.W., Ph.D. *Associate Professor of Social Economy*

Sophie Freud Loewenstein, S.M., Ph.D. *Associate Professor of Social Economy*

Elizabeth C. Lemon, Diploma, Smith College *Associate Professor of Social Economy*

Frances Spiegel Lewis, S.M. *Associate Professor of Social Economy*

Leona L. Riskin, S.M. *Assistant Professor of Social Economy*

Iris Ruggles MacRae, S.M. *Assistant Professor of Social Economy*

Margaret M.N. Davidson, M.S.W. *Assistant Professor of Social Economy*

Lois Diesing, S.M. *Assistant Professor of Social Economy*

Velma O. Hoover, M.S.W. *Assistant Professor of Social Economy*

Marie A. Harleston, M.S.S. *Assistant Professor of Social Economy*

Thomas Frank, M.D. *Lecturer on Child Psychiatry*

Ellin Fechheimer Isenberg, S.M. *Lecturer in Field Work*

Eleanor Gay, A.M., M.S.S. *Lecturer on Supervision*

Henry Wechsler, M.A., Ph.D. *Lecturer in Social Work Research*

Bessie Walsh Sperry, Ph.D. *Special Lecturer on Clinical Psychology*

Rolf Arvidson, M.D. *Special Lecturer on Psychoanalytic Theory*

Graeme Hanson, M.D. *Special Lecturer on Child Psychiatry*

Donald F. Taylor, M.S.W. *Special Lecturer on Community Organization*

Don Lipsitt, M.D. *Special Lecturer in Psychiatry*

Anthony Broskowski, Ph.D. *Special Lecturer in Rehabilitation and Community Planning and Director of Evaluation of the Drug Training Program*

Franklin C. Curren, M.D. *Special Lecturer in Psychiatry*

Robert A. Daniels, M.S.S.S. *Special Lecturer in Social Group Work*

Jon E. Gudeman, M.D. *Special Lecturer in Psychiatry*

Stuart T. Hauser, M.A., M.D. *Special Lecturer on Human Behavior*

Phillip L. Isenberg, M.D. *Special Lecturer on Clinical Psychiatry*

Arthur S. Parsons, M.C.P., Ph.D. *Special Lecturer in Sociology*

Paul L. Russell, M.D. *Special Lecturer in Clinical Psychiatry*

Eleanor Clark, M.S.S. *Special Instructor in Administration*

Donald D. Dobbin, M.S.W. *Special Instructor in Social Work Research*

Mollie C. Grob, S.M. *Special Instructor in Social Work Research*
Mark McGrath, S.M. *Special Instructor in Community Mental Health*
Ruth-Arlene Howe, S.M. *Special Instructor in Social Policy*
Ruth A. Brandwein, M.S.W. *Special Instructor in Social Policy*
Kei E. Kaneda, M.S.S. *Special Instructor in Field Work*
Gerald Schames, M.S.W. *Special Instructor in Social Casework*
Grace Nicholls, M.S.S. *Special Instructor in Social Casework*
Edward Stone, S.M. *Special Instructor in Social Work, B.A. Training Program*
Charlyne D. Costin, M.S.W. *Special Instructor in Field Work*
Priscilla M. Riley, M.S.W. *Special Instructor in Field Work*
Ann Sheingold, S.M. *Special Instructor in Field Work*
Helen T. Healy, S.M. *Special Instructor in Field Work*
Phyllis Timmins, M.S.W. *Special Instructor in Field Work*
Ruth Berger, M.A., D.S.W. *Special Instructor in Social Work Research and Director of Research for the B.A. Training Program*
Barbara Gordon Berkman, M.A., D.S.W. *Special Instructor in Social Work Research*
Malcolm J. Collins, M.S.W. *Special Instructor in Social Welfare in the B.A. Training Program*
Sherwin J. Feinhandler, M.A., Ph.D. *Special Instructor in Social Work Research*
Jerold S. Harmatz, A.B. *Special Instructor in Social Work Research*
Barbara E. Joslyn, M.A. *Special Instructor in Field Work*
Marilyn K. Silverman, M.S.S.W. *Special Instructor in Field Work, B.A. Training Program*
Sandor Blum, D.S.W. *Special Lecturer in Social Economy*
Patricia L. Ewalt, M.S. *Special Lecturer in Social Work Research*
Mary M. Scanlan *Special Lecturer in Social Work*
Jane Hart Berk, M.A. *Research Assistant for Drug Training Program*
Sylvia Brenner, S.M. *Research Assistant in B.A. Training Program*
Judith L. Zabin, S.M. *Field Supervisor for B.A. Training Program*
Marjorie Swayne Van Damme, S.M. *Librarian, School of Social Work*
Marilyn A. Risse, B.A. *Library Assistant, School of Social Work*
Louise Remick Brown, A.B. *Assistant to the Director, School of Social Work*
Marion Charkoudian, M.A. *Administrative Assistant, B.A. Training Program, School of Social Work*
Maureen F. Onigman, B.A. *Admissions Secretary, School of Social Work*
Helaine L. Altbaum, B.S. *Secretary, Drug Training Program, School of Social Work*
Sally Ann Hay, B.A. *Secretary, School of Social Work*
Mary Alice Sullivan *Secretary, School of Social Work*
Brenda Kraus, B.A. *Alumni Association Secretary*
Edith Williams Thacker *Receptionist, School of Social Work*



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Alice Channing, Ph.D. *Professor of Social Economy, Emeritus*
Eleanor Clifton, A.M. *Dean, Emeritus*
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Isabella Kellock Coulter, A.M. *Professor of Advertising, Emeritus*
Quindara Oliver Dodge, S.M. *Associate Professor of Institutional Management, Emeritus*
Sigrid Anderson Edge, S.M. *Professor of Library Science, Emeritus*
Eula Gertrude Ferguson, A.B., S.B. *Associate Professor of Secretarial Studies, Emeritus*
Lucy Ellis Fisher, S.M. *Professor of Foods, Emeritus*
Royal Merrill Frye, Ph.D., Sc.D. *Professor of Physics, Emeritus*
Ina Mary Granara, A.M. *Professor of Chemistry, Emeritus*
Katharine Davis Hardwick, A.B. *Professor of Social Economy, Emeritus*
Harrison Leroy Harley, Ph.D. *Professor of Philosophy and Psychology, Emeritus*
Edith Fishtine Helman, Ph.D. *Professor of Spanish, Emeritus*
Leland David Hemenway, A.M. *Professor of Mathematics, Emeritus*
Nellie Marla Hord, A.M. *Associate Professor of Foods and Nutrition, Emeritus*
Minnie Emmett Kelley, S.M. *Associate Professor of Social Economy, Emeritus*
Mary Ramon Kinney, S.M. *Associate Professor of Library Science, Emeritus*
Manfred Klein, Ph.D. *Professor of German, Emeritus*
Ruth Shaw Leonard, S.M. *Associate Professor of Library Science, Emeritus*
Judith Matlack, A.M. *Professor of English, Emeritus*
Margaret Bonney Milliken, A.M. *Associate Professor of English, Emeritus*
Jennie Mohr, Ph.D. M.S.S. *Professor of Social Economy, Emeritus*
J. Garton Needham, Ph.D., L.H.D. *Professor of Psychology, Emeritus*
Paul Raymond Nichols, Ph.D. *Professor of Economics, Emeritus*
William Edgar Park, B.D., D.D., S.M., L.H.D., LL.D. *President, Emeritus*
Elda Robb, Ph.D., D.Sc. *Professor of Nutrition, Emeritus*
Margaret Louise Ross, Ph.D. *Professor of Nutrition, Emeritus*
Margaret Rowe, Ed.M. *Associate Professor of Physical Education, Emeritus*
Julian Louis Solinger, Ph.D., Ed.D. *Professor of Biology, Emeritus*
Maida Harmon Solomon, A.B., S.B. *Professor of Social Economy, Emeritus*
Jessie Stuart, A.M. *Professor of Retailing, Emeritus*
Wylie Sypher, Ph.D., Litt.D., L.H.D. *Professor of English, Emeritus*
Martha Gorovitz Waldstein, M.S.S. *Associate Professor of Social Economy, Emeritus*
Eva Whiting White, S.B. *Professor of Social Economy, Emeritus*
Helen Wood, R.N., A.M. *Professor of Nursing, Emeritus*

Administration

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Margaret M. Moulton, A.B. *Assistant to the Director*

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Marian Sewell *College Receptionist*

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Caroline H. Pooler, S.B. *Director*

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Dorothy P. Lavine, A.B. *Secretary in the Office*

Data Processing Department

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Mary R. Inge *Assistant*

Harriet M. Murphy *Key Punch Operator*

Dean's Office

Charlotte M. Morocco, M.Ed. *Dean*

Anna J. Bowen *Administrative Assistant*

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Mary O'H. Morse, M.D. *Consulting Dermatologist*

Johanna F. Perlmutter, M.D. *Consulting Gynecologist*

Paul W. Yost, M.D. *Consulting Psychiatrist*

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Jeanne Rademaker *Assistant Nurse*

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Lorraine F. Becker, A.B. *Supervisor of the Circulation Desk*

Douglas S. Cisney, A.B. *Evening Supervisor*

Christine E. Viano, A.B. *Acquisitions Clerk*

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Carol M. Ewing, B.A. *Library Clerk*

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Renee Hopkins, M.A. *Library Secretary*

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Cynthia Cajka, M.Ed. *Assistant Director of Residence and Student Activities*
Carol Bourne, A.B. *Head Resident, Simmons Hall*
Mabel A. Duplissie, A.B. *Head Resident, Smith Hall*
Erna E. Place *Head Resident, North Hall*
George Burke *Assistant Plant Superintendent, Residence Halls*
Wendell W. Hasenfus, B.S. in B.A. *Manager of Residence Halls*
Mabel M. King *Executive Housekeeper, Residence Halls*

Sponsored Programs Office

John C. Hunter, Ph.D. *Professor of History, Chairman of the Department of History, and Coordinator of Sponsored Programs*

Student Employment Office

Eileen Murphy Roberson, S.M. *Director, and Director of the 1973 Simmons College Summer Session*

Student Financial Aid Office

Patricia Keegan, S.B. *Director*

Lana M. Brennen, B.A. *Assistant Director*

Patricia R. Cromwell *Secretary*

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M.E. Clemens, M.S. *Comptroller*

Jessie M. Grant, S.B. *Assistant Comptroller*

Stephanie M. Thomas, S.B. *Assistant Comptroller*

Paula M. Fleck *Supervisor of Student Accounts*

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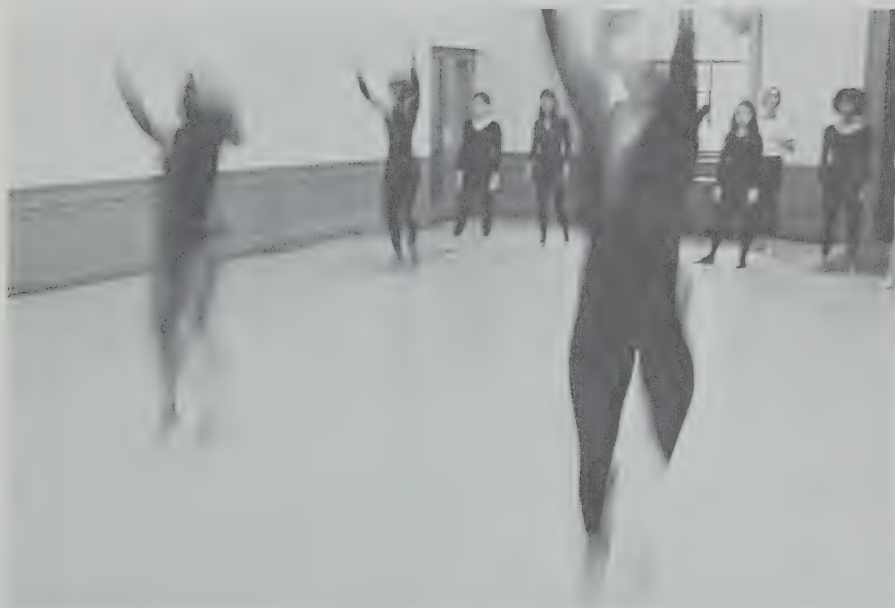
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Dorothy S. Jacobson *Payroll Clerk*

Kathleen M. Cole, A.A. *Secretary to the Treasurer*

Margaret P. Keaveney *Secretary to the Comptroller*

Katherine Q. Hayes *Secretary in the Office of the Comptroller*



Awards and Prizes

Edward H. Addelson Foreign Study Award, to a student nominated by the Department of Foreign Languages and Literatures on the basis of scholastic achievement.

Alumnae Award for Academic Achievement, to a senior distinguished as to scholarship who comes recommended by the department in which she is enrolled as the most promising in her chosen field.

Alumnae Honor Award, to the senior who most nearly approximates the ideal Simmons student by combining scholarship, participation in student activities, contribution to college life, and general all-round excellence.

Allen Douglass Bliss Memorial Award, to that fourth-year student, recommended by the Department of Chemistry, whose academic achievement and promise in the field of chemistry are highest among her classmates specializing in this science.

Borden Freshman Prize, established by The Borden Company Foundation, Inc., and awarded annually to that eligible student who has attained the most distinguished academic record among the members of her class for work done during the freshman year.

William M. Cavanaugh Memorial Award, established by the Publicity Club of Boston, and awarded to a junior or senior in the Department of Communications who shows promise in the field of communications.

Jessie Bancroft Cox Prize in Communications, to the senior who in the judgment of the faculty of the Department has demonstrated the greatest professional promise in the field of publication.

Mariana Evans Creel Award, to the outstanding graduating student in journalism.

Crown Zellerbach Foundation Award, to a student who, on the basis of her achievement and promise, is expected to contribute most significantly to society as a whole and to her field of endeavor in particular.

Danielson Memorial Award, awarded to an outstanding resident junior, to be applied to her residence charges for the senior year.

Beatrice Gannon Award, to the senior in the Department of Management selected for outstanding scholarly achievement.

King C. Gillette Award, to the graduating senior in the Department of Management who best exhibits those qualities of leadership, scholarship, service, and character which are usually associated with professional and personal success.

Hodgkinson Achievement Award, to an outstanding member of the graduating class, specializing in retailing, selected for outstanding scholarly achievement.

Palmer Award, to the senior who has been a superior student in the humanities and social sciences, and who has made a significant contribution to extracurricular activities in the area of intergroup relations.

Prince School Founder's Prize, to the outstanding member of the graduating class in the Prince Program in Retail Management.

Robert Rankin Award, to the senior who best displays the qualities of friendliness, understanding, and interest in her fellow men which were evident in Dr. Robert Rankin.

Helena Rubinstein Scholarships, for outstanding senior students in the fields of chemistry, business, or retailing administration.

Marjory Stimson Honors Award, established by the Nurses' Club of Simmons College in honor of Miss Stimson, for many years a member of the faculty of the Department of Nursing. It is awarded to a senior who is distinguished as to scholarship and who comes recommended by the Department of Nursing as one of the most promising in her chosen field.

Teachers' College Book Prize, to that member of the junior class who displays the most constructive intellectual interest in educational issues.

Catherine Jones Witton Memorial Award, to the outstanding senior specializing in biology.



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